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ABSTRACT

The primary objective in this study was to determine the extent to which counseling with significant adults (parents) for the purpose of modifying their attitudes, values, and behavior would manifest itself in the self-concept centered attitudes and values of their children after 13 weeks. A secondary purpose was to determine the effectiveness of the community school (3 to 9 P.M.) in creating for itself an ancillary guidance role to enhance and extend the services of the core program (9 A.M. to 3 P.M.). Subjects were 188 inner-city seventh grade youth from five participating junior high schools in Washington, D.C. Pretest-posttest gains of the subjects were determined by the California Test of Personality. Other participants were subjects' parents, who received the counseling and applied at home what they learned. There were three treatment groups: structured, unstructured (placebo), and control (nontreatment). Statistically significant gains were observed in the posttreatment awareness of the subjects in selected self-concept centered personal and social life adjustment techniques. The structured group process proved more effective than the unstructured group process for the 13-week period. In the flexible community school program, mortality was minimal. (Author/LP)

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SELF-CONCEPT DEVELOPMENT IN INNER-CITY SEVENTH GRADE YOUTH AS AFFECTED BY THE INFLUENCE OF COMMUNITY SCHOOL COUNSELING ON SIGNIFICANT OTHERS

A DISSERTATION

Submitted to the Faculty of the
School of Education
of the Catholic University of America
in Partial Fulfillment of the Requirements
for the Degree
Doctor of Philosophy

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By

Frances White Hughes, Mus.B., M.A.

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To those whose unflagging faith, devotion, and sacrifices brought the author to the point of carrying out this project.

Grandparents (now deceased)

Mr. and Mrs. A. L. Wells

Parents

Mr. and Mrs. John A. White

Husband

Bernard Hughes

Sister-in-Law

Miss Evelyn Hughes

ABSTRACT

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The primary objective in this study was to determine the extent to which counseling with significant adults (parents) for the purpose of modifying their attitudes, values, and behavior would manifest itself in the self-concept centered attitudes and values of their children after thirteen weeks. A secondary purpose was to determine the effectiveness of the community school (hours from 3 to 9 P.M.) in creating for itself an ancillary role in guidance to enhance and extend the services of the core program (9 A.M. to 3 P.M.).

This is an experimental study which tests a theoretical model for the organization and administration of guidance services advanced by Shaw and Tuell (1964). The subjects were 188 inner-city seventh grade youth from five participating junior high schools in Washington, D.C. Their reading and mathematics performance levels were below the national median for grade 6.9 as measured by the Sequential

Tests of Educational Progress; their self-concepts were low as measured by the Tennessee Self-Concept Scale. Pre-test-posttest gains were determined by the California Test of Personality.

The only direct participation of the subjects in the study was in pretest and posttest sessions for which their parents had given written permission. The actual participants were one volunteering parent to a subject, with parents receiving the counseling and applying, at home, what they learned. Parents were thus enabled to develop greater interpersonal relationships with the subjects.

The counseling was done by teams consisting of counselors, the other pupil personnel specialists usually found on a counseling team, and two reading clinicians, two mathematics educational specialists, and two child-learning difficulties specialists. There were three treatment groups: structured, unstructured (placebo), and control (nontreatment).

The effects of six covariates were eliminated by the analysis of covariance. The resulting F ratios revealed statistically significant differences between groups. A pairwise t (one-tailed) was used to test the significance of the difference between mean gains. The two principal

hypotheses were confirmed. One dealt with the probability of statistically significant gains observable in the post-treatment awareness of the subjects in selected self-concept centered personal and social life adjustment techniques. The other dealt with the probability of the greater effectiveness of the structured over the unstructured group process for the thirteen-week period. Also verified was the fact that in the setting provided by a flexible community school program, mortality was kept at a minimum.

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CHAPTER I

INTRODUCTION

This dissertation is a report on the results of an experiment which tested a theoretical model (Figure 1, page 2)[1] for guidance services advanced by Shaw (1964) and supported in varying degrees by other behavioral scientists (Dreikurs, 1959; Radin and Kamii, 1965; Dinkmeyer, 1966; Smith and Eckerson, 1966; Peters and Farwell, 1967; and Erikson, 1968; to name a few). Based on the uncontested premise that guidance services should be available for all children, Shaw's model provides for various options along a continuum with respect to WHEN, in the school career of each child, guidance services should intervene. The model delineates WHO is to be the recipient of the guidance services--whether all of the students, a few selected students, or individuals. The model offers alternatives as to HOW the services will be rendered in a general sense--whether by means of an indirect or direct approach or focus in counseling. And, finally,

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[1]Permission to use Figure 1 was granted by Dr. Merville C. Shaw, Professor of Psychology at Chico State and Director of IRCOPPS in a telephone conversation on April 4, 1972.

A GENERAL MODEL FOR GUIDANCE SERVICES

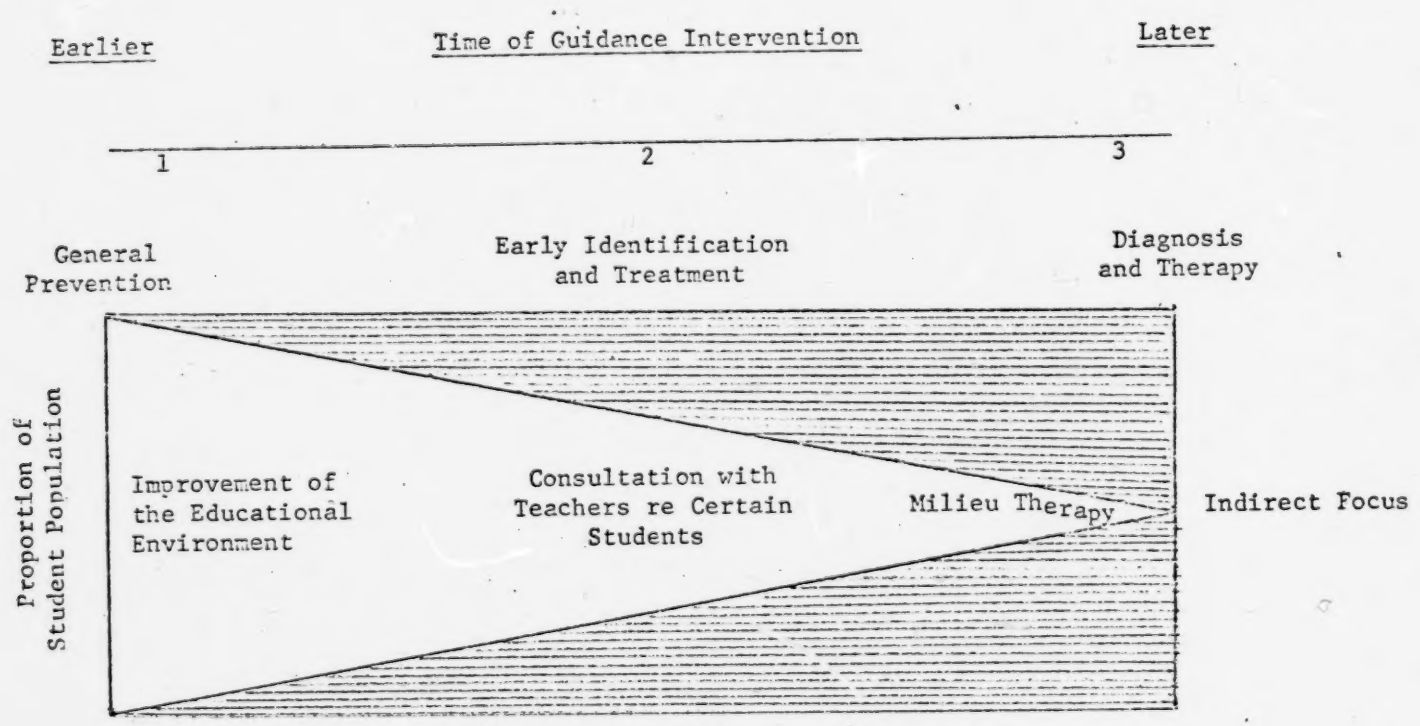


Figure 1. Objectives for Generalist Role in Counseling with Significant Others

the additional variable, WHY, deals with the eventual goals of the program.

When? --"The seventh grade," as the answer to the question, "When should guidance services intervene?" was determined, in part, by the fact that this writer was restricted to the secondary level for administrative reasons. Although, "in infancy" would have been a more ideal answer to the question for it is then that general prevention might be most effectively undertaken. On the other hand, the seventh grade represents the earliest time, at the secondary level, when early identification and treatment can take place.

Who? --The answer to the question, "Who is to be the recipient of the guidance services?" is "inner-city seventh grade youth." Much will be said about this group in the pages that follow.

How? --As to "how the services will be rendered," the Shaw model provides two major focuses (indirect and direct) for approaching this question. In this study the service will be rendered by the indirect method which places the pupil personnel specialist in a generalist role. Specifically, the pupil personnel specialist will work through significant adults (parents), counseling and consulting with them as well as instructing them in the use of simple

techniques for carrying out their roles.

Why? --In this writer's opinion, the most important of all the elements of Shaw's model is the "Why." What are the eventual goals of the program? What accomplishment is expected? According to Shaw, the selection of any specific option encompassed by his model would be dependent upon the specific objectives established for the program. These objectives, in turn, would be dependent upon the values and assumptions made by those who devise and operate the program. The answer to the question "Why?", in this case, is to be found in the pages of this dissertation. It is to be found in the low academic achievement scores which are sometimes present in contradistinction to more favorable aptitude test scores; in the underdeveloped egos and the evidences of maladjustment, both personal and social; and in the actual confidences of secondary youth as to how secure or insecure they feel about themselves. The answer to the "Why?", then, is that this writer believes, along with Passow, et al. (1967), that the schools should involve themselves not only in helping students attain certain non-academic intangibles which are also important aspects of personal growth, but in measuring and reporting on the results. These intangibles center around a frame of reference known as the self-concept, the positive development of which is the main concern of this

experiment. Moreover, as will be shown later, the self-concept, along with the acquisition of an awareness of adequate life adjustment techniques for its positive development and maintenance, is basic to the successful remediation of the major tangible with which the schools are chiefly concerned. That tangible is the acquisition of optimum measurable levels of academic achievement for inner-city as well as all youth.

At this point in time, however, academic achievement in the inner-city is discouragingly low in comparison with local and national norms. It is suspected that much of this low achievement is due to "not trying" in order to avoid failure, yet feeling the pain of failure because of "not trying." It is also felt that much of it is due to the failure to experience, in sufficient frequency, the satisfaction of positive accomplishment because of "not trying." According to Snyder (1964) many behavioral scientists have identified "not trying" as a defense mechanism manifesting itself in a variety of ways. According to Rogers (1951), "most of the ways of behavior which are adopted by organisms are those which are consistent with the concept of the self." This experiment will attempt to determine the effect that community school counseling with

significant adults (parents) can have on the self-concept of their children, on the assumption that there is credibility in the growing number of scientific assertions that "positive relationships exist between the self-concept and academic achievement (Coopersmith, 1959; Fink, 1962)."

As stated earlier, the research itself is based on a counseling model of prevention--or at least remediation at the earliest point of identification. It seeks to achieve its ultimate goal by attempting to influence and modify the behavior of the child's parents for whom it is still not too late to assure a major role in developing in their children healthy attitudes and values related to self-worth and self-esteem.

Group counseling and small group discussion will be undertaken with two experimental groups of parents of subjects during the project. An effort will be made to continue with the more successful of the two treatments with control group parents along with any others who might wish to participate at the close of this experiment.

The basic design to be used is known as the pretest-posttest control group design (Campbell and Stanley, 1963). The following is a derivation:

$$R \quad O_{1_1} \quad X \quad O_{1_2}$$

$$R \quad O_{2_1} \quad X \quad O_{2_2}$$

$$R \quad O_{3_1} \qquad O_{3_2}$$

Quite simply, what the symbols are saying is that there will be three observation (O) groups, each of which will be randomly (R) selected, and that while one group will be a control group ($R \quad O_{3_1} \qquad O_{3_2}$), the other two will be experimental ($R \quad O_{1_1} \quad X \quad O_{1_2}$ and $R \quad O_{2_1} \quad X \quad O_{2_2}$). The subscripts ($1_1$, 1_2, and the like) refer to the number of the group and the number of the observation--whether pretest (1) or posttest (2). The two experimental groups will be structured (Group 1) and unstructured (Group 2). Behavior and attitude changing instruments for parents will be guidance, counseling, and instruction by pupil personnel specialists in large and small groups. One-to-one positive interrelationships between parent and child will be the behavior and attitude changing instruments for the youth.

Personnel assignments will be made in terms of differentiated staffing, which, in this case involves the deployment of certain educational personnel to the counseling team in order to tap the special human resources and

professional skills possessed by some not generally thought of as regular counseling team members (see Chapter III, Operational Definitions).

Background to the Problem

American schools serving inner-city communities such as the one where this experiment takes place seem traditionally to have ranked lowest in published reports of academic achievement by elementary and secondary school pupils. Years of personal observation as a classroom teacher and counselor have shown this writer that a large number of these children and youth actually view themselves as being incapable of high scholastic attainment; they profess to be satisfied with any grade in school so long as it is above failing; and they generally behave in a manner which seems calculated to prove to themselves and to others that they are, indeed, less than adequate.

For some time, behavioral and social scientists (Lundholm, 1940; Snygg and Combs, 1949; Rogers, 1951; Sarben, 1952; Shaw and Tuell, 1964, 1965, 1966; Passow, 1967; Shaw, 1968) have been insisting that there are many elements other than scholastic ability which affect a child's school performance. These elements include personality factors as well as others. For example, in Chapter II there is

extensive documentation presented to substantiate the claim that one of those factors, the self-concept, or the attitude one holds about oneself, is often an important determinant of academic achievement. Reasons for choosing to develop this aspect of personal growth will be made more apparent in succeeding paragraphs.

As of August, 1969, levels in reading and mathematics in the Public Schools of Washington, the District of Columbia, as measured by standardized tests, were of such caliber as to cause the District's first elected Board of Education to issue a directive (Appendix C) to each individual school requesting that comprehensive plans be developed for upgrading the educational program for all of its pupils. It asked that the planning process for this move be used by each school as a means of encouraging the healthy involvement of community participants, parents, students, and staff, and that the process reflect the development of patterns for school and community dialogue. All schools were included--those serving communities of higher economic status and those serving communities in blighted, low socio-economic, inner-city areas alike.

In announcing short-term goals for the 1969-1970 school term, the directive asked that each school use the

resources currently available to it at the school level. Areas of needed improvement in which priorities were set were reading, multi-ethnic studies, and mathematics.

Previous Boards have also been deeply concerned about the District's educational problems--so much so that a few years ago, a year-long study of the schools was authorized (Passow, et al., 1967). It was aimed at evaluating the situation and developing recommendations for "creating a model urban school system." The Passow Committee observed that many of the unfavorable findings of the study also exist in other large cities but that this fact does not mitigate their impact on the population of the District of Columbia.

Among the nineteen broad areas for which constructive recommendations were made were:

1. those which described the need for the replacement of traditional guidance procedures by pupil personnel services in favor of services especially tailored to fit the District's population; and
2. the need for the transformation of the schools into community schools.

The hope for these schools is that they would collect and offer the variety of services and opportunities relevant

to the needs of their immediate publics. According to Passow (1967), in addition to functioning as centers where children, youth, and adults might find incentives to study and learn, these schools would function as neighborhood centers for community services; such as counseling, health, legal aid, welfare, recreation, and community life. They would catalyze action for study and solution of significant neighborhood problems.

While no single area of school operation was left unexamined by the Passow Committee (1967), and many recommendations for improvement were made in each area, this writer was especially interested to note that the Committee gave importance to its discovery of the fact that:

> The District, like most school systems, has no measures on the extent to which schools are helping students attain other objectives such as self-concept and ego-development, values, . . . and other "non-academic" but important aspects of personal growth.

The Committee continued with the observation that:

> . . . the inability of large numbers of children to reverse the spiral of futility and break out of the poverty-stricken ghettos suggests that the schools are no more successful in attaining these goals than they are in the more traditional academic objectives.

Documented elsewhere in this paper are examples in which the literature of the social sciences reveals that performance in the academic areas about which the Board of

Education expresses so much concern is directly related to the formulation of self-concept and self-esteem. For several years, this writer has given considerable thought to the plausibility of seeking means other than the traditional ones now used by the schools to effect some kind of "break-through" in the improvement of reading and mathematical skills in inner-city youth by improving the youth's feelings of self-confidence and self-worth. Turning to counseling theory for suggestions as to how this might be carried out, this writer found that many researchers were reporting favorable progress in molding and changing certain aspects of school-related behavior in youth through counseling with the adults upon whom they were most dependent (see Chapter III, "Significant Others"). These adults might be parents, teachers, counselors, or others so valued or designated by the child himself. In this study, the term "significant others" refers to parents.

While traditional guidance procedures have not been replaced in the District as was suggested by Passow (1967), the initiation of the community school concept in the Public Schools as recommended and the subsequent promotion of the writer to administer one of these schools, provided the ingredients necessary for launching an experiment with

significant others in the learning environment of inner-city seventh grade youth. The writer's only remaining concern, then, was to know how other school systems were using guidance services and the community school concept to bolster the efforts of the formal academicians and to help secure the much desired nonacademic but important measures of which the Passow Committee wrote.

First of all, in the Summer of 1969, by means of a Eugene and Agnes E. Meyer Fellowship, the writer was given the opportunity to visit with key personnel in twelve American school systems in cities recommended by Passow (1967) and others as being leaders in the development of the community school concept, and, in cities whose school programs were designated by the United States Office of Education as Pacesetters in Innovation (U.S.O.E. 20090, April 1966). A six-week tour of these school systems revealed that formal guidance programs directly affecting all elementary school children were far from being the rule; that formal guidance programs for junior and senior high school youth had not been affected particularly by the advent of the community school concept. Notable exceptions were found in Flint and Pontiac, Michigan; Philadelphia, Pennsylvania; New Haven, Connecticut; and St. Louis, Missouri. However, innovations

in these cities tended to be directed towards personalized programing and the regional counseling team approach in dealing with the special problems of youth.

The Bethune Community Elementary School in Pontiac had worked out an enthusiastically received program for classroom teachers and all other school staff members to follow in their attempt to enhance self-concept and, hopefully, elevate achievement. One of the key figures was the school custodian who was very much involved in working with the teaching staff, the children, and their parents. Everyone developed learning activities designed to help the children feel proud, important, and worthwhile; everyone joined in stimulating, motivating, and praising.

Hazel Park, Michigan, had a nationally publicized and effective system which requires all administrators to spend one-half day per week out of their offices and in the homes, shops, and stores of the community. Teachers and counselors were also scheduled so that they too might make home visits at which time they discussed any matter that seemed pertinent at the time (Hazel Park Daily Tribune, June 12, 1968; National Community School Education Association News, July 1968).

In none of the cities visited was there evidence

of formal use being made of the extended day portion of the community school to counsel with any groups of significant adults. Individual school programs tended to adhere to traditional lines; nor had any of the school systems visited developed formal studies designed to measure the extent to which they might be helping students attain the important aspects of personal growth cited above by Passow (1967).

Similar information was sought at a subsequent six-week C.S. Mott-sponsored institute for community school directors in Flint. This writer had the opportunity of participating as one of twenty-six six-week interns from cities and sections of the country not represented in the aforementioned Meyer financed tour. In residence during the time of the institute were approximately one hundred year-round interns in community education. For weekend workshops and colloquiums, there were hundreds of community school educators in attendance. Although the Michigan educators outnumbered those from other states at the special meetings, the six-week and year-round interns were carefully selected so as to provide a representative cross section of American and Canadian cities as well as of cities in the West Indies, Mexico, and Portugal. On the other hand, it should be remembered that Michigan is the acknowledged world leader in

the community school movement (Clapp, 1939; Haslund, 1951).

Lecturing at one of the weekly colloquiums, the principal of the previously cited Bethune Community Elementary School stated that he regularly reminded parents and staff that the self-concept of a person is learned; that whether or not children and youth learn that they are liked, wanted, acceptable, and capable depends upon the things that happen to them as well as on the manner in which they are perceived by the people who are important in their lives. Because of this, he reminds them, they can exert great influence in changing or developing positive or negative self-concept in the young. Moreover, he stated, he tells them that whether or not enhancing the child's self-concept results in an increase in academic achievement, the consequences of negative self-attitudes are such that no parent or teacher can afford to ignore them. Besides, he went on, there was no way to ignore the child's "self" because he could not leave it behind as he entered his classroom or his home.

This writer inquired of individuals as well as of colloquium groups concerning their knowledge of any significant differences in guidance services since the advent of the community school concept in their areas. Although scattered responses were received concerning the practice of new

trends in guidance in some of their districts, none were reported which would enable their systems to measure the extent to which they were helping students attain the aforementioned nonacademic aspects of personal growth.

Finally, at a Summer "roundup" (1969) in Flint, which was attended by forty-seven community school directors and supervisors as well as superintendents of schools, this writer learned that in Elmira, New York, the schools were requiring counselors to report back for late evening duty several evenings a month so as to be available for conferences with parents who were unable to see them during the day.

Rationale

Since 1954, published reports of city-wide achievement scores have shown, invariably, that the lowest scores in the District are to be found either in the high school, the junior high schools, and/or most of the elementary schools serving the community in which this experiment takes place. First-hand knowledge as well as school, welfare, and juvenile court records reveal that many of the area's youth--particularly the low achievers--exhibit attitudes and behaviors that are indicative of poorly formulated self-concepts (Chapter II). Moreover, in the secondary school counseling

experience of this writer, some of these youth have possessed relatively high aptitudes as estimated by their teachers and born out by aptitude and general intelligence tests. Yet, one recalls with regret the feelings of utter futility and ineffectiveness of school personnel and parents when these young people have swept aside efforts to help them realize the value and importance of developing their latent potentials. Many of these youth encountered in later years have confessed that they would like to have another opportunity to get a formal education while others actually have returned to finish high school by way of the community school.

The acceptance of the community school by secondary school youth strengthens its position of holding out a new promise in that it includes and provides a wide variety of services to the community virtually around the clock as well as around the year with the ultimate goal of insuring the finest educational experiences for children with improved educational environments in which they might live, learn, and grow. Given all the elements cited above concerning the need for a late evening guidance component in the schools, and with tools and personnel available for possible alleviation, this project was undertaken.

The Purpose

The purpose of this study is to examine the extent to which counseling with significant adults (parents) and modifying their attitudes, values, and behavior, will manifest itself in the self-concept related attitudes and values of their children. The purpose includes a desire to examine the effectiveness of the community school (hours from 3:00 to 9:00 P.M.) in creating for itself an ancillary role in guidance to expand the services of the core program (9:00 A.M. to 3:00 P.M.). The development of such services would make it possible to provide for professional counseling, not only with the parents of selected school children as proposed in this study, but with any adult who might be significant in the lives of any child who attends school in the District of Columbia--or anywhere. It is believed that such a supplement to the regular guidance services carried out in the setting afforded by a community school and its various facilities and resources would contribute immeasurably to the early development of certain wholesome aspects of personal growth as described in the recommendations made by the Passow Committee (1967). Moreover, it is to be hoped that the community school setting would prove to be especially inviting to parents, causing them to look

upon the school as a place where living and learning converge--not just for children and youth, but for them and for the entire community as well.

General Method

The general method used was the pretest-posttest control group design (Campbell and Stanley, 1963) described on page 7 of this dissertation. Shaw (1964, 1968) assumes that the pupil personnel specialist will work largely--if not exclusively--through significant adults in the child's learning environment rather than depending on direct contact with the child. Proceeding logically, the generalist approach naturally led to the use of group techniques.

Group Process

In order to arrive at a more valid conclusion regarding the efficacy of treatment versus no treatment, two types of group processes were used with two experimental groups; namely, structured or instrumented (Wight, 1965) and unstructured, or placebo (Wight, 1965; Bennett, 1963; Driver, 1968). Each group had its own resident research team of pupil personnel specialists consisting of three counselors, one reading, one mathematics, and one childhood learing specialist. Both groups had access to the same visiting resource personnel,

educational equipment, supplies, materials, and instructions for engaging in nine different types of experiential or role playing exercises designed to help them understand better how to understand and work with their children. It was the manner in which these resources were used that was different.

The Structured or Instrumented Group

This was a task-oriented group. Each parent was asked to pledge himself for the period of the experiment to give up, if need be, a part of his own regular pattern of behaviors in order to accomplish the all-important task of modifying in their children certain undesirable self-concept-related attitudes and behaviors and of developing new awarenesses. In order to accomplish this, parents had to be helped to understand how to function effectively in two areas. The first was in the area of identifying and dealing with their children's problems of personal and social adjustment and the second was in the area of practical involvement in matters pertaining to their children's academic progress.

To facilitate the latter, the reading and mathematics clinicians and the specialist in childhood learning difficulties worked jointly with the large group of sixty-one

--sometimes entering into exchanges with the entire group--always dividing them into smaller working groups of varying sizes according to the magnitude of the task to be performed.

To effect more specific modification of parent behavior as well as to aid parents in the identification and method of coping with personal and adjustment problems, each of the three counselors was assigned twenty or twenty-one parents which he divided into smaller guidance groups. This arrangement, in turn, enabled parents to return home and, with improved enlightenment, work with their child (the subject) on a one-to-one basis.

The entire team involved parents in the total process of collecting as well as preparing the instruments used. These instruments consisted of oral and written instructions, information, and assignments; questionnaires and checklists surveying parental attitudes relevant to various school services for their children; publications of the "hand-out" and paperback book variety, films, and other audiovisual materials and equipment.

Some of the instruments mentioned above were used by the counseling team as unobtrusive or nonreactive measures in that while the instruments always pertained to some pupil-related problem, parent responses and degree of

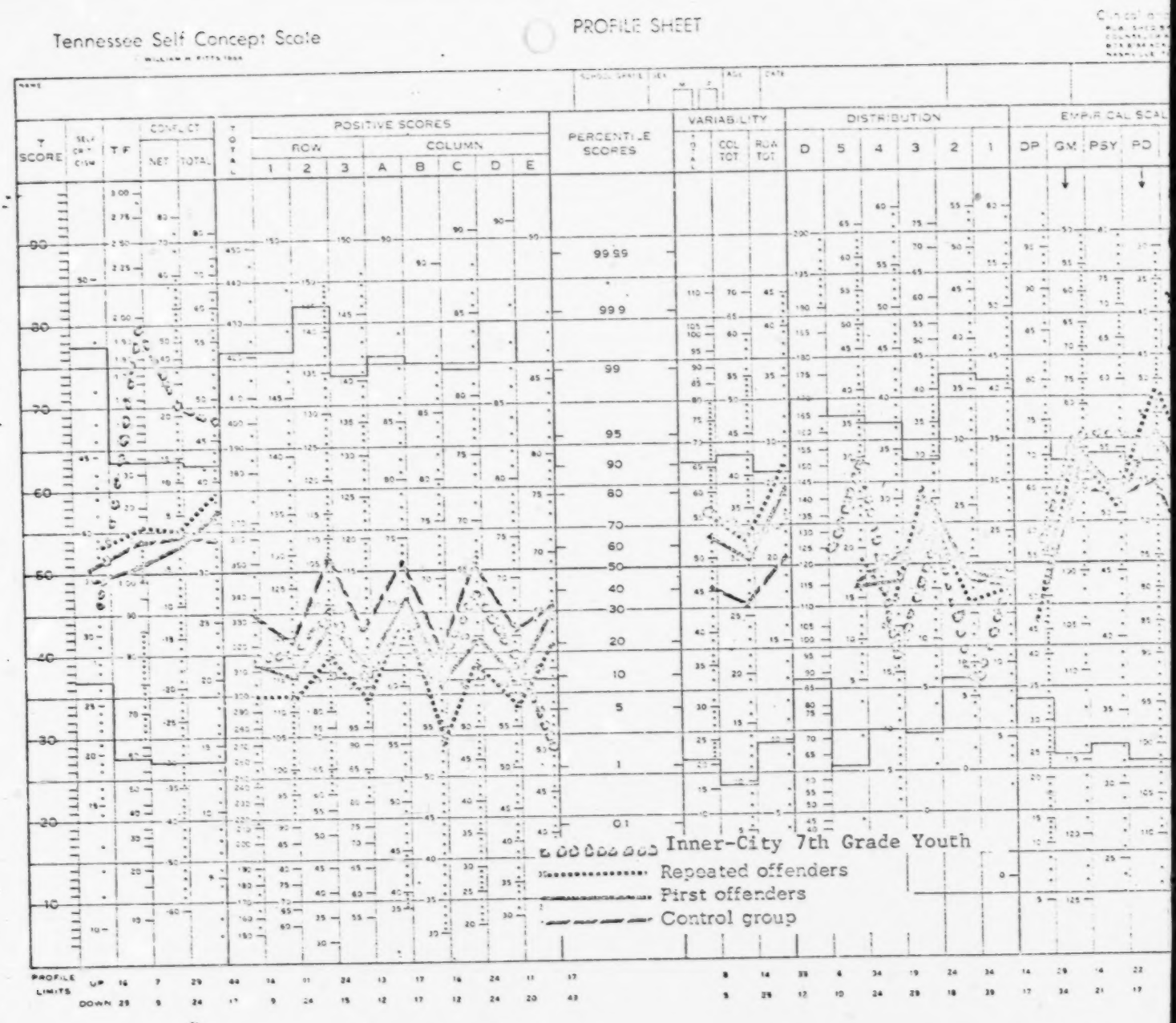
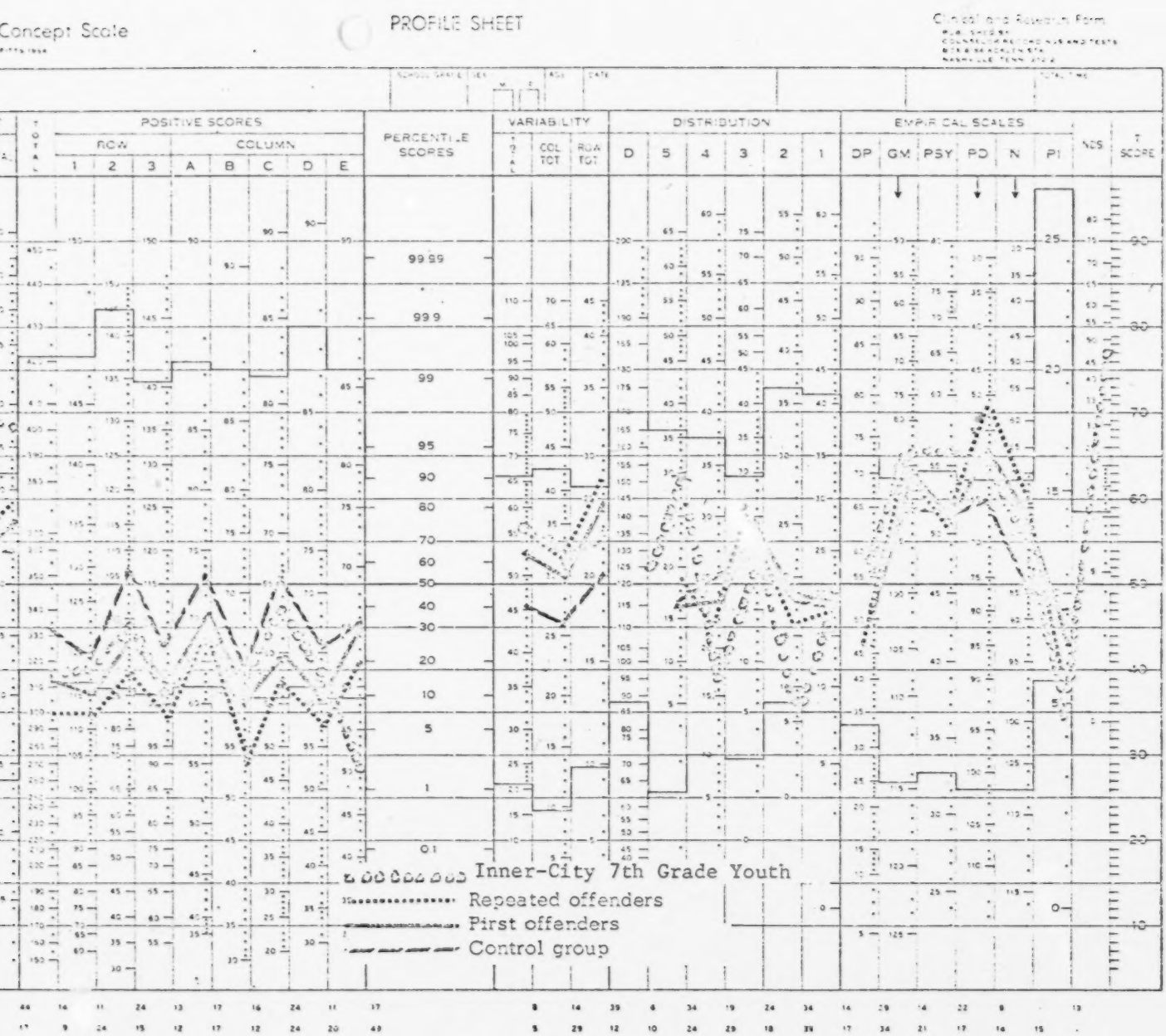


Fig. 4 Profiles of juvenile offender groups and control group--and inner-city seventh grade youth



of juvenile offender groups and control group--and inner-city seventh grade youth

involvement were used as physical evidence and secondary data to enable the research team to keep abreast of how parents were feeling about the progress of the experiment. The zeal with which parents threw themselves into carrying out their assignments and trying out what had been discussed was a real indication of what they thought about the project.

The Unstructured or Placebo Group

Unlike the structured group, the unstructured group had no specific guidelines. It was not task oriented. Parents tended to substitute informal discussion for action, albeit they obviously enjoyed the social interrelationships. Members were not invited to be actively involved with their counseling team in developing any kind of process for their group. Their counseling team did not initiate. Given identical resources with the structured group, they were thrown on their own to invent their own process. Given the same content, they obviously needed more professional guidance in making the best use of it. However, their counseling team was always available and ready to supply whatever help or clarification members of the group might request.

Their counselors served as observers in that they

kept very strict notes which yielded valuable information concerning the characteristics of the group.

CHAPTER II

REVIEW OF THE LITERATURE

Self-Concept Formulation

Scholars in the behavioral and social sciences generally tend to agree that self-concept formulation and development in all its ramifications is a process of simultaneous reflection and observation taking place on all levels of mental functioning. Dinkmeyer (1966) refers to the aforementioned process as one of "becoming"--physically, socially, emotionally, and as a total personality. He states that research in child development points to the importance of the counselor's being aware of as well as considering not only the normal developmental problems of childhood but of the serious adjustment difficulties as well; that because of the counselor's acquaintance with and understanding of the basic and specific needs that relate to the guidance process of children, the counselor would recognize that he needs to work with the significant adults in the child's life.

The general literature on the topic reveals that self-concept formulation has been applied with increasing frequency to education theory and practice. The views of some behavioral scientists have already been cited. Others who subscribe to these views and who are seeking to determine to what extent a child's conception of himself affects his adjustment or lack of adjustment to school, report as follows:

Values that Defeat Learning

Lafferty (1968), in an address to a national convention of junior high school principals in Detroit, stated that his research along with that of the U.S. Department of Public Health, and others, revealed that even schools are often conducted in ways that reinforce, and at times actually create, an atmosphere in which poor or unhealthy self-concepts are maintained as well as developed among children. He termed the policies that unknowingly allow this as "values that defeat learning." He recommended constructive approaches that differentiate positively between personal worth and making honest mistakes in areas of learning and living.

Hutson (1956) cites several instances in which the school contributes to maladjustment as follows:

1. Studies Showing the Personality Effects of Failure in School

Hilgard (1956) experimented with two groups of children in the intermediate grades, comparing their levels of aspiration. Those who were usually successful achieved near to their usual performance or better. Habitual failures tended to deviate widely in one or the other direction. Some set their goals below current achievement. Others set goals so high as to be definitely unrealistic.

From these studies, Hutson states that the conclusion was drawn that failure in school is a major catastrophe to many children and that general maladjustment is a frequent consequence.

In other instances, Hutson (1956) states:

2. Pupils Who Are Socially and Academically Frustrated Leave School

A number of mothers who said that their child had left school because he "didn't like it" finally explained with great reluctance, "We couldn't dress him like we'd ought to and he felt out of it. . . ."

3. Delinquency Related to School Experience

Dollard and his collaborators (1954) say that frustration always leads to aggression. The aggression may take various forms, among which are those classified as juvenile delinquency. From various angles, school life, work, and play bring frustration to some pupils.

Writing in School and Society (1959), Kvaraceus, in his article entitled "Delinquency--a By-Product of the School?" stated that the implication of the school as a causative factor in juvenile delinquency must be accepted

as altogether probable.

In another account, Hutson (1954) tells of a juvenile court judge of long experience and excellent standing whose article, "Some Tested Techniques in Teaching Delinquency," appears in an educational journal. According to the judge, from his hearings and his study of the cases that come to his court, he had learned of the following "techniques": name-calling; ridiculing the child; embarrassing him; comparing him unfavorably with another; shaming him publicly; unduly mistrusting him; allowing the other children to make fun or take advantage of him; repeatedly imposing tasks too difficult for him or unsuited for his capacities; failing to provide at least an occasional opportunity for him to achieve or create or, if possible, excel; failing to provide adequate opportunities for friendships, self-expression, recreation, and adventure; impairing his sense of security of belonging; being lax or inconsistent in maintaining discipline; regarding the maintenance of discipline as an adversary proceeding; such as, "Teacher vs. Pupil," instead of a joint enterprise.

Hutson (1954) tells of another, who writing on the basis of twenty years of experience equally divided between public and prison educational work, gives pertinent examples

of the employment of some of Judge Alexander's "techniques" as he gleaned them from boys in correctional institutions; such as;

> The teacher tried to make me wear better clothes like the other children. I finally told her to go to hell and walked out. I swore then that I would have better clothes if I had to steal them and I did.
>
> I had a stutter. I was put in a class with a lot of screwballs. My pals kidded me. I quit.

Hutson (1954) says that it is axiomatic that causation in juvenile delinquency is almost invariably multiple. Many forces impinge upon the child and account for his behavior. The school is one of these forces. The home is another. In addition, other important contributing forces to juvenile delinquency are neighborhood, business, and other social institutions.

Still others writing their view of how a child's conception of himself affects his adjustment or lack of it to school report as follows:

> The adequacy of self-concept attitudes will have a determining influence on the degree to which optimum use is made of native endowment (Snyder, Jefferson, and Strauss, 1965).
>
> Deficiency in self-esteem may be a significant determinant of underachievement (Walsh, 1956; Bruck and Bodwin, 1962).
>
> There is a considerable body of evidence that indicates that the child with a poor self-concept, compared

> with those who have positive self-concepts will be more anxious, less well adjusted, less popular, less honest, and more defensive (McCandless, 1961).
>
> Guidance services--the expert in child development, the counselor--owe a duty to these children, their families, and society, to change their environment that they might lift themselves out of adversity lest it be passed on to their children and their children's children (Fullmer and Bernard, 1964).

Regarding the paraphrases and statements cited above, it is this writer's opinion that inasmuch as society intends that the school should serve as a meliorative influence in discouraging attitudes and experiences that lead to maladjustment in children, the home and parents should certainly be aware of the problems that arise from time to time in the schools to understand what they can do to cooperate with the school in the job which society has handed it.

Inner-City Communities

The challenge found in the report of the Passow Committee (1967) is also responsible for the selection of an inner-city community in which to do this study. The Committee's findings are stated thusly:

> Unlike most large city systems which have a core of "slum" schools surrounded by a more affluent ring, the District has a predominance of so-called inner-city schools. These schools include large concentrations of economically disadvantaged children, a largely

> re-segregated pupil population, a predominantly Negro staff [sic], a number of over-aged and inadequate school buildings, and inappropriate materials and programs.

The following observation concerning inner-city schools was made by the Panel on Educational Research and Development, President's Science Advisory Committee (1966):

> The consequence of such schools across the nation is that adolescents depart . . . ill-prepared to lead satisfying, useful lives, or to participate successfully in the community.

The Panel concluded its judgment of such schools by observing that by all known criteria, the majority of urban and rural schools are failures.

In an evaluative study (Bolden, et al., 1966) of the high school serving the inner-city community selected for this experiment, familial and socio-economic data for this report was obtained from questionnaires answered by 637 boys and 836 girls. Findings for the school and community segment were in surprising agreement with and were supported by the Passow Committee's (1967) city-wide findings for all low-income areas. The findings were also in agreement with those of other social scientists as follows such as Harrington (1962) who, as a result of extensive research, observed that generations of one family live out their lives in the "culture of poverty." The Bolden, Hughes (1966) evaluative report shows that a large number of families

appear to be caught up in the struggle for the simplest of creature comforts. Other responses on the questionnaire used to prepare the study indicated that many of the families will not even venture beyond listening to certain radio stations or viewing limited type programs on certain television stations.

Considering the narrow confines within which these people appear to live, this writer wonders what must be the quality of the esteem in which they must hold themselves, especially when there are so many media through which they can be made aware of the differences between the way they live and the way others live.

Although Erikson (1968) reports that research has led him to believe that there is ample evidence of inferiority feelings and morbid self-hate in all minority groups, with blacks not excepted, Harrington (1962) and others affirm that the culture of poverty harbours differential social motivations as do other sub-cultures. Through the proposed experiment, therefore, this writer expects to appeal, through parents, to those traits of character that might exist in the children which support them against demoralization in spite of their low socio-economic status and conditions of poverty. This writer feels that although many parents might not know

how to adapt to new shifts in the nation's economic structure; may not be particularly oriented to so-called cultural pursuits and higher education; there are many who are hard-working, respectable, and ambitious for their young to remain that way, at least, or better, to rise in the world by seeking the skills necessary to gain a higher social level than the family currently enjoys.

Seventh Grade Youth

Seventh grade youth were chosen because they represent the youngest age group on the level (secondary) to which this writer was restricted for administrative reasons. Moreover, this age group (12 to 15) is well known as one of the most critical and painful stages of human development (Blocher, 1966). According to Blocher, this period includes that transitional developmental and challenging stage when later childhood gives way to early adolescence; when the resurgence of drastic physiological changes of many types produces a profound "disequilibrium" in their lives; when new and frightening clusters of social role expectations confront them that are difficult for them to cope with and close to impossible for them to classify. Their social world becomes rapidly more complex. They must master new tasks involving concepts that have a direct bearing on how they

see or identify themselves (Erikson, 1950; Blocher, 1966; Havighurst, 1952). Aside from the dangers of the development of feelings of inferiority and poor self-concept at this transitional stage, there is the all-important conflict between identity and role confusion (Erikson, 1950).

In this writer's opinion the fact of moving from an elementary school building to a junior high school building with eighth and ninth grade youth will necessitate the seventh grader's integrating new roles, casting off old dependencies, and establishing new values. The overaged seventh grade youth will need even more help which an understanding parent can give. Erikson (1950) refers to this period as one of "identity crisis," with the most critical phase of this process being the development of a sexual identity.

The research of Piaget (1929) has increasingly attracted the attention of American psychologists in that it shows that during preadolescence, the child begins to develop a concept of self quite distinguishable from the outer world. Piaget concludes that this is the time when the clarification of feelings, concepts, attitudes, goals, and an understanding of self would be most significant.

Peters and Farwell (1959) state that the development

stage at which the youth begins having concerns about his identity is a very crucial one, occurring in the stage of pre-adolescence under study. They call it a time when the youth seeks to clarify who he is, what his role in society is, and how he is seen by others. They further state that confusion is fostered in the mind of the youth by his being treated like a child but being expected to exhibit the behavior of an adult.

Dinkmeyer (1966) says that the desire for identity can be evidenced by adolescents in their customs of similarity of dress and behavior or assumed gestures or talk that serve to cause others to know they belong to this or to that group. That this continual need for a sense of identity is carried on into adult life is shown by the conformity of both men and women to changing fashions, hair styles, and the like. He points out that this need is further demonstrated by their affiliation with lodges, clubs, service organizations, and professional organizations.

Dinkmeyer goes on to say that during the adolescent period, this stage of identity has many nuances because of radical changes in body size and shape, the influence of physiological change on human desires, the conflicting values which physical change perpetrates but which the mores of

society say must be curtailed, and the looking forward to adult life with its great diversity of conflicting choices and actions. The entering seventh grade youth is at the threshold of these developmental stages and is considered by this researcher to be an ideal subject because of the possibilities of follow-up for the duration of his stay in the area junior and senior high schools, and thus throughout his pubertal changes.

According to Buros (1940, Third, Fourth, Fifth, and Sixth Mental Measurement Yearbooks) a sense of personal worth, self-reliance, and feelings of belonging with and belonging to are among the personality variables that have been identified as indicators of the quality of one's self-concept. These indicators along with others will be measured in this experiment and pretest-posttest differences, if any, will be noted.

In view of the seriousness with which behavioral scientists view this transitional stage of pre-adolescence, this writer sees the child as being greatly in need of help from his home and his parents as well as from the school as he is faced with coping with the many dimensions of his experience leading him into this new developmental stage where social, academic, and other pressures are different.

Community School Counseling

To date, the guidance services proposed in this study are nonexistent in the District. When this study was initiated, there was no record of the existence of services specifically designed to help students attain the objectives of self-concept and ego-development by counseling with their parents during the evening hours of the extended school day (community school). The term "community school counseling" as used here refers to counseling services which should be available in the extended day portion of the community school program because the very philosophy behind the development of the community school concept dictates that guidance and counseling is an important service that should be found in these schools whose doors are open at least fourteen hours on week days as well as part of the day on Saturdays. Since the nature of the school as an institution will depend on the nature of the society (community) which creates it (Blocher, 1966), the writer feels that a great challenge is extended to those who are significant in the learning environment of children but who, for many reasons, cannot avail themselves of guidance services which might or might not be available in the core program of the regular school day. This study, then, is a challenge--an invitation to parents

and community to ask for, insist upon having, and utilize the developing and flexible community school and to make it a powerful milieu in which the pertinent wants and needs of all might be met.

An early writer on the subject of community schools in action, Elsie Ridley Clapp (1939), once an assistant to John Dewey, describes the community school as an institution that meets as best it can, and with everyone's help, the urgent needs of the people because it holds that everything that affects the welfare of the children and their families is its concern. In answering the question, "Where does school end and life outside begin?", Miss Clapp states that there is no distinction between them. She further states that attempts should not be made to "sell" the community what it already owns (the school); that instead, the community should be helped to understand what its possessions are and how to get the most from them.

Significant Others

A national survey of guidance services in elementary schools (Smith and Eckerson, 1966) reveals that of 5,504 usable questionnaires received from elementary school principals selected from 54,419 school plants by random sampling, well over three-fourths of the principals ranked consultation

with parents, with teachers, and with children--in that order--as the top three among the six most important functions of a child development consultant (counselor, school psychologist, or school social worker). Consulting with parents received highest priority from 92 percent of principals in both advantaged and disadvantaged areas, as against 78 percent of principals in communities of average socioeconomic status.

In his monograph, The Function of Theory in Guidance Programs, Shaw (1968) sketches out the theoretical basis for program operation with significant others. Of the two focuses which he proposes, direct and indirect, the latter is considered ideal for the purposes of this study. Although each focus allows for general prevention, early identification and treatment, and diagnosis and therapy, it is the indirect focus which also allows for improvement of the educational environment either for all of the children, most of the children, or some of the children through consulting with others concerning their developmental problems.

Dreikurs (1959) concurs with Shaw when he sets forth the notion that if we are to change the child's environment so that he can properly discover his potentialities, acquire a realistic appreciation of his assets and limitations, and

set certain goals, we must work intensively with parents as well as teachers. He emphasizes that contact with the significant adults is directed at changing their behavior and thus the child's perception of self and human relationships.

Expressing himself in the phenomenological terms espoused by Snygg and Combs (1949), Rogers (1951), and others, Erikson (1968) observes that the child judges himself in the light of what he perceives to be the way in which others judge him in comparison to themselves and to a typology significant to them. He goes on to say that at the same time, the individual judges the way others judge him in the light of how he perceives himself in comparison to them and to types that have become relevant to him. Erikson deems this process to be unconscious, for the most part, except where inner conditions and outer circumstances combine to aggravate a painful or elated "identity-consciousness." He says that this process is "always changing and developing . . . becoming ever more inclusive as the individual grows aware of a widening circle of others significant to him, from the maternal person to 'mankind.'"

Joan M. Erikson (1966) adds that this process does not end until a man's powers of mutual affirmation wane.

Erikson himself (1968) reiterates what so many others have said, when he points out that the aforementioned process has its normative crisis in adolescence, and is, in many ways determined by what went before just as it will determine much that follows. It is obvious that parents inevitably will have exerted great influence to a major degree on what transpired in a child's life before he entered this stage of development and they will influence what follows, even if in lesser degree. For, as Dinkmeyer observed (1966, 1968), there are inevitable dependency factors that prevent the child from changing certain things in his environment, with his choices being limited in terms of restrictions placed on him by adults.

Parents have been chosen as the significant others in this study because, among other reasons, the one trait that characterizes and distinguishes parents as a group is love for their children and the feeling that their child is "the most precious thing in the world" (Peters and Farwell, 1967). While this statement may be true in principal, this writer is particularly mindful of evidence which points to the fact that although the majority of parents might love their children with care and respect, parental interest in children varies with the parents' subcultural forces. Radin

and Kamii (1965) found that interesting differences existed between forty-four culturally deprived Negro mothers and fifty middle class Caucasian mothers of very young children. (This writer wishes the comparison might have been made between lower and middle class groups of a single race, with subsequent comparisons being made between like groups from different races.)

Though it might be said that teachers and peer groups exert strong influences on the relationships that exist between a child's self-appraisal and others' evaluation of him, Brookover and his six associates (1966) found that influences exerted by parents' positive communication with their children were noticeably strong. They found that communication from experts and counselors did not have as significant an effect as with parents on either of the variables (self-appraisal and others' evaluation of him) mentioned above. They did not measure peer group influences and for purposes of this study, this measurement was not considered because it was felt that entering seventh grade children are at a point in their development when these relationships may not be as significant as relationships with their parents.

The Counseling Method

Small group discussion accompanied by multiple

counseling was selected as the counseling method most likely to achieve a degree of success with parents. Whenever it is indicated, instruction is also involved. Use of this method will facilitate a great deal of interchange among parents. They will be encouraged to discuss such matters as the importance of allowing the child as much freedom as is reasonably possible so that he might make mistakes from which he can learn without being shamed or embarrassed. They will be helped to recognize the rebellions, the moods, the fads, and the crushes as the symptoms of growth that they are rather than the dire predictions of disaster that they sometimes appear to be in the eyes of over-anxious and, many times, uninformed adults.

There have been studies and reports which discount the effectiveness of group counseling procedures. Warters (1960) cites survey reports and descriptive accounts of school practices which indicate that in many schools, the various parts of the "group work program" (class and non-class) are so loosely related, the workers' efforts so poorly coordinated, and their methods and objectives so inconsistant that the contribution of the group work program to the long-range goal is far less effective than it might be under different or more favorable circumstances.

Goldman (1962) observes that group methods of guidance and counseling seem to have experienced the most notable failure in schools. He cites the failure of group activities; such as, homeroom guidance, occupations units in classes, and other special groups. Some reasons given for failure are lack of interest or ability on the part of teachers, inadequate supervision of group leaders, too large groups, and the like. On the other hand, the literature is also replete with evidences of the effectiveness of group procedures in certain circumstances. Accounts are given by the two aforementioned authors (Warters, 1960; Goldman, 1962) along with others (Bennett, 1963; Driver, 1958; Goldman, 1962 [pgj]; Otto, 1962; Peters and Shertzer, 1967; Blocher, 1966; Bower, et al., 1969; ERIC ED036921, EC004894, 1969; Rickabaugh, et al., 1969; Bijou , 1968; Miller, 1967; Shaw, 1968; and Garneski and Spector, 1966).

Developmental Goals

An underlying emphasis in Group 1 sessions will be on five sets of characteristics (Blocher, 1966) which are thought to be relevant to the effective personality. Their existence will be made known to Group 2 parents. They are categorized here as follows:

1. CONSISTENCY - This element, Blocher bases upon a well-

integrated sense of personal identity that gives direction and unity to behavior.

2. COMMITMENT - This element implies an ability to commit one's self to goals and purposes, and on occasion, self-transcending values that give meaning and purpose to one's life, thus protecting him from "existential despair."
3. CONTROL - This quality enables one to be effective in coping with frustration, ambiguity, and hostility.
4. COMPETENCE - Competence enables one to master his environment within the limits of the possibilities available to him.
5. CREATIVITY - This quality renders a person capable of thinking and behaving in original and divergent ways.

This writer feels that the foregoing clusters have merit because they can be illustrated by image builders, role models, or reference to actual lives and at the same time they are so synthesized that counselors and parents can themselves conceptualize the synthesized factors which Blocher (1966) presents. Or, they may group them in ways that have more meaning for them.

Most Nearly Related Study

In the area of utilizing pupil personnel specialists

in assisting significant adults in the child's learning environment to become more effective in their particular role, the literature shows that what might be considered the most crucial work in this area were the studies administered by the Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS) under a grant from the National Institutes of Mental Health (Shaw, 1968). Shaw, who directs the Western Regional Center of IRCOPPS at Chico State College, Chico, California, feels that as an approach to a philosophy of pupil personnel services, this approach stands in contrast to that philosophy which emphasizes a remedial-therapeutic approach.

The similarities and differences between what Shaw reports and what this writer proposes are shown below.

Shaw Reports That	This Writer Proposes
1. Working through significant adults is not just another task for the pupil personnel specialist (in the core program) but a primary function.	1. To develop a model for an ancillary core program guidance service which will operate in the extended portion of the community school day.
2. His suggested approach does not completely ignore direct work with children in milieu therapy.	2. To work, in this study, with the children only in the administration of pre- and post-treatment tests.

Shaw Reports	This Writer Proposes
3. Parents of first, seventh, and ninth grade youth were counseled the first year. Counseling with parents continued the second year and teachers were also counseled the second year.	3. To counsel only parents of inner-city seventh grade youth for this study.
4. A pupil personnel program oriented in this direction would make the staff available to individual members of the teaching and administrative staffs and to school groups and committees interested in learning about measurement outcomes, problems of articulation, and the like.	4. To extend these services, as a follow-up to this study, not only to parents and school personnel, but to any groups of adults from the community-at-large who are significant in the learning environment of children.
5. Parent participation was considerably lower from minority ethnic groups and lower socio-economic groups and these groups tended to view with suspicion the school's motives. They also tended to respond more to personal contacts than to the written word.	5. To follow up initial letters with personal contacts at the beginning. To organize clusters of parents within a neighborhood and within a counseling small group with a chain of parents responsibile for disseminating information.
6. Parents tended to substitute discussion for action.	6. To institute a behavior contract requiring parents in Group 1 to select a course of action after they have worked through a particular issue and to report on its success, failure, or progress

Shaw Reports	This Writer Proposes
7. In the experimental schools, all parents of children in a grade (1, 7, or 9) were invited. Parents of both normal and subnormal children participated indiscriminately in the same groups, learning much from each other.	7. To disregard achievement and intelligence test scores in the selection of subjects in favor of working with parents whose children are achieving below grade level in reading and mathematics and whose self-concept scores (Tennessee Self Concept Scale) are lower than normal.
8. The only criteria used for grouping parents who participated in discussion was convenience of meeting time with meetings being held almost exclusively at night in an effort to include participation of fathers. Otherwise, sessions were held in the daytime.	8. All sessions will be held between the hours of 6:30 and 9:30 P.M.
9. Five school districts participated with 41 pupil personnel specialists, including counselors, school psychologists, school psychometrists, school social workers, school nurses, and speech therapists.	9. To include six seventh grade counselors, two reading clinicians, two mathematics educational specialists, two childhood learning specialists, and the writer (as coordinator) who will be the resident pupil personnel specialists. Also included will be resource people from the schools and from the community as well.
10. Focus on discussions was on parents' normal concerns about their growing children's educational development; discussions of policy or criticisms of specific school personnel were not allowed.	10. To focus discussions on the improvement of self-concept, aspirational levels, and academic performance levels. Either to answer questions that parents might have on school policy, get the answer or arrange (continued)

Shaw Reports	This Writer Proposes
	for parents to have sessions or audiences with the school official or other staff member who can answer.
11. All participating consultants were carefully instructed to make every effort to maximize parental participation.	11. To structure and instrument process for Group 1; to allow Group 2 the freedom of choosing its own direction.
12. A series of four weekly hour-long discussions were held with each session lasting four weeks with interested parents invited to return for as many additional four-week series as desired.	12. To run experiment for thirteen weeks with experimental groups. To invite control group parents and any others interested to register for sessions on the quarter system.
13. A limited amount of data was supplied, presumably because the experiment was not yet complete.	13. To supply full data concerning impact of experiment on pretest-posttest gains in awareness of desirable adjustment techniques.

Shaw (1968) reports that parent response was overwhelming. He states that in one high school, more parents responded than could be handled by the school's consultants; that in a junior high school in a low socio-economic area, the principal predicted that not one parent would show up. In the first year, fifty parents of children in that school participated; in the second year, the number increased. He states that though there were wide differences in participation

from community to community, parents from all socio-economic strata were interested. He makes special note of the fact that participation was as heavy at the secondary level (where parents are usually said to be less interested) as at the elementary level.

Shaw's comparison of the children in three junior high schools whose parents participated with children in the three junior high schools whose parents did not participate tended to show changes clearly in favor of children of participating parents with respect to grades earned, excused absences, unexcused absences, administrative referrals, and guidance referrals.

According to Shaw, reactions from parents regarding their group counseling experience were overwhelmingly positive and in such degree that they cannot be written off as halo effect (NASSP, 1968).

CHAPTER III

STATEMENT OF THE PROBLEM AND RESEARCH HYPOTHESES

The Problem

The problem is to determine the effectiveness of the generalist approach (counseling with significant others) in community school counseling when it is used for the purpose of improving awareness of desirable self-concept centered personal and social life adjustment techniques in inner-city seventh grade youth. It is suggested that the achievement of positive results in selected self-concept related components (Tables 1 and 2, pages 52-55 and 56-58, respectively)[1] should also yield corresponding results in the broader and more general areas of personal and social adjustment (Tables 1 and 2).

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[1] Selected self-concept related components are underscored in Tables 1 and 2.

TABLE 1

NATURE AND MEANING OF SCORES ON THE TENNESSEE SELF-CONCEPT SCALE

Scale	High	Low
1. SELF-CRITICISM		
Mildly derogatory statements that most people admit as being true for them.	Denotes normal, healthy openness and capacity for self-criticism.	Denotes defensiveness. Suggests P Scores artificially elevated by defensiveness.
2. TRUE/FALSE		
A measure of response set or response bias; an indication of whether or not the subject's approach to the task involves any strong tendency to agree or disagree regardless of item content (Fitts, 1961).	Indicates that the individual is achieving self-definition by focusing on what he *is* and is relatively unable to accomplish the same thing by eliminating or rejecting what he is *not*.	Means the exact opposite of high. Mid-range scores indicate that the subject achieves self-definition by a more balanced use of both tendencies--affirming what is self and eliminating what is not.
3. CONFLICT		
Highly correlated with the T/F Score. Measures extent to which an individual's responses to positive items differ from, or *conflict* with, his responses to negative items in the same area of self-perception.	Plus (+) scores indicate over-affirmation of positive attributes.	Minus (-) scores indicates concentration on elimination of negative.

Table 1 (continued)

Scale	High	Low
4. TOTAL POSITIVE		
Items derived from phenomenological system for classifying subjects on basis of what they are saying about themselves in terms of, "What I *am*," "How I *feel* about myself," "This is what I *do*."	Shows that these persons tend to like themselves; feel they have value.	Shows that these people are doubtful of self-worth and have little faith or confidence in themselves.
5. IDENTITY (Row 1-P)		
The "what I am" terms.	(See Total P)	(See Total P)
6. SELF-SATISFACTION (Row 2-P)		
The "how I feel about myself" terms.	Reflects self-acceptance.	Reflects self-rejection.
7. BEHAVIOR (Row 3-P)		
The "this is what I do" terms.	Reflects positive perception of how he acts.	Reflects negative perception of how he acts.
8. PHYSICAL SELF (Col. A) 9. MORAL-ETHICAL SELF (Col. B) 10. PERSONAL SELF (Col. C) 11. FAMILY SELF (Col. D) 12. SOCIAL SELF (Col. E)	These aspects of self-concept are significant in terms of high or low.	(See the "High" column)

Table 1 (continued)

Scale	High	Low
13. VARIABILITY		
A measure of inconsistency from one area of self-perception to another.	Shows little unity or integration because of variable self-concept from one area to another.	Indicative of being well integrated.
14. COLUMN TOTAL VARIANCE		
Measures and summarizes within columns.	(See above.)	(See above.)
15. ROW TOTAL VARIANCE		
Measures and summarizes within rows.	(See above.)	(See above.)
16. DISTRIBUTION		
Summarizes the way one distributes his answers across the five available choices in responding to the items.	Denotes certainty about how one sees himself; extremes are undesirable.	Denotes defensiveness; guarded; tend to avoid commitment about themselves.
17. 5	) Schizophrenics	Some disturbed
18. 4	) often use "5"	patients use only
19. 3	) and "1" almost	"4," "3," and
20. 2	) exclusively	"2."
21. 1	)	
22. DEFENSIVE POSITIVE		
23. GENERAL MALADJUSTMENT		
24. PSYCHOSIS		
25. PERSONALITY DISORDER SCALE (Inverted Scale)		
26. NEUROSIS SCALE (Inverted Scale)		

Table 1 (continued)

Scale	High	Low
27. PERSONALITY INTEGRATION	Similarity to people judged average or better in terms of level of adjustment.	
28. NUMBER OF DEVIANT SIGNS		
The best overall summary score for the entire Scale as far as general level of mental health is concerned.	If a raw score of 10 is used as the maximum normal score, then the results shown in Figures 3 and 4 obtain.	Extreme scores on either end of the continuum are indications of disturbance.

TABLE 2

NATURE AND MEANING OF CALIFORNIA TEST OF PERSONALITY LIFE ADJUSTMENT COMPONENTS

Names for groupings of tendencies to feel, think, and act	Nature and meaning of life adjustment components[a]
Personal Adjustment	
1A Self-Reliance	The self-reliant individual's overt actions indicate ability to direct his own activities independently of others. He is characteristically stable, emotionally, and responsible in his behavior.
1B Sense of Personal Worth	When an individual feels reasonably confident of his capabilities; of his value to others; and of his attractiveness; he possesses a sense of being worthy.
1C Sense of Personal Freedom	An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that govern his life.
1D Feeling of Belonging	An individual feels that he belongs when he enjoys the love of his family, the good wishes of friends, and an agreeable relationship with people generally. Such a person usually gets along well with his associates and feels proud of his school or place of business.
1E Withdrawing Tendencies	Normal adjustment is characterized by reasonable freedom from tendencies to substitute the joys of a fantasy world for actual successes in real life, and from tendencies toward sensitiveness, loneliness, and self-concern.

TABLE 2--Continued

Names for groupings of tendencies to feel, think, and act	Nature and meaning of life adjustment components[a]
1F Nervous Symptoms	The individual with nervous symptoms expresses emotional conflicts in a physical way. He suffers from such symptoms as loss of appetite, frequent eye strain, inability to sleep or a tendency to be chronically tired.
Social Adjustment	
2A Social Standards	The individual who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the need of the group can be said to recognize desirable social standards; to understand what is regarded as being right or wrong.
2B Social Skills	The socially skillful person shows a liking for people; inconveniences himself to be of assistance to them; is diplomatic in his dealings with both friends and strangers; and subordinates his egoistic tendencies in favor of interest in the problems and activities of his associates.
2C Anti-Social Tendencies	Normal adjustment is characterized by reasonable freedom from tendencies toward bullying, frequent quarreling, disobedience, and destructiveness to property. Individuals given to the behaviors described above are said to be anti-social.

TABLE 2--Continued

Names for groupings of tendencies to feel, think, and act	Nature and meaning of life adjustment components[a]
2D Family Relations	The individual who feels he is loved and well treated at home and who has a sense of security and self-respect in connection with family members tends to exhibit desirable family relationships. Optimum family relations include considerate parental control.
2E School Relations	Good school relations are felt by the student who is satisfactorily adjusted to his school, who enjoys being with other students, and who is interested in and enjoys doing his school work.
2F Community Relations	Good community adjustment is enjoyed by the individual who mingles happily with his neighbors, takes pride in improvements, is tolerant of newcomers and strangers, and respectful of laws.

[a]Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, Manual: California Test of Personality, Monterey.

Research Hypotheses

Deduction of Hypotheses

The research hypotheses were deduced primarily from theoretical formulations resulting from experimental and other research findings of behavioral scientists as noted in Chapter II, "Review of the Literature"; in Chapter I, "Introduction; and from personal observations and assumptions made during a number of years of teaching, counseling, and (more recently) traveling for purposes of educational inquiry.

Research Hypotheses

1. Subjects who scored below grade level (6.9) on standardized tests in reading and mathematics (Sequential Tests of Educational Progress) and below the average of validation groups on self-concept scales (Tennessee Self-Concept Scale) will, by the close of a thirteen-week series of community school-directed group counseling sessions with their parents, demonstrate significant gains in their awareness of desirable self-concept related personal and social life adjustment techniques as measured by the California Test of Personality, as follows:
   a. Statistically significant pretest-posttest gains between groups will be observed as a result of treatment;

b. Significantly larger pretest-posttest gains in each of three self-concept centered personal adjustment scales will be observed in the experimental treatment groups than in the control group.

c. Significantly larger pretest-posttest gains in the total personal adjustment scale will be observed in the experimental treatment groups than in the control group;

d. Significantly larger pretest-posttest gains in each of five self-concept centered social adjustment scales will be observed in the experimental treatment groups than in the control group;

e. Significantly larger pretest-posttest gains in the total social adjustment scale will be observed in the experimental treatment groups than in the control group; and

f. Significantly larger pretest-posttest gains in total adjustment will be observed in the experimental treatment groups than in the control group.

2. Significantly larger gains in combined California Test of Personality personal, social, and adjustment totals will be observed in the structured group than in the unstructured group.

In Chapter V, the foregoing research hypothesis will be reformulated and stated in terms of the null hypothesis. They will be tested for significance at the .05 and .01 levels of confidence.

Variables and Operational Definitions

In this section, the constructs or properties to be manipulated and studied are presented and defined operationally.

Independent Variable

Counseling is the independent variable. It will consist of multiple counseling and small group discussion sessions utilizing the generalist approach. The counseling or treatment will be carried on in the extended day program of a community school.

Operational Definitions:

Multiple Counseling.--This is counseling with small groups which have a common problem (Froelich, 1957; Bennett, 1963; Blocher, 1966).

Small-Group Discussion.--A small group contains ten or fewer people who engage in verbal (oral and written) interaction on matters of common concern (Blocher, 1966).

Generalist Approach.--This is a counseling theory

(Shaw, 1968) which espouses the idea of the guidance worker's counseling with the significant others in the child's learning environment. The purpose of this approach is to reach, on a regular basis, a larger number of pupils by influencing the behavior of the significant others in the child's environment so that they might in turn effect behavioral change in him.

How Quantified or Measured:

Multiple Counseling.--The effect of this treatment is assessed by analyzing the pretest-posttest gain scores of the CTP using the analysis of covariance and testing mean scores for significance at the .05 and .01 level of confidence. Where F is significant, pairwise t-tests between means are then performed to find out where the significant difference lies.

Small Group Discussion.--This technique is to be used concomittantly with multiple counseling and its effect will be assessed in the same manner.

Operational Definitions Related to Independent Variable:

Community School.--A community school involves its many publics in its operations. It has expanded programs which enable it to keep its doors open up to fourteen or more

(Shaw, 1968) which espouses the idea of the guidance worker's counseling with the significant others in the child's learning environment. The purpose of this approach is to reach, on a regular basis, a larger number of pupils by influencing the behavior of the significant others in the child's environment so that they might in turn effect behavioral change in him.

How Quantified or Measured:

Multiple Counseling.--The effect of this treatment is assessed by analyzing the pretest-posttest gain scores of the CTP using the analysis of covariance and testing mean scores for significance at the .05 and .01 level of confidence. Where F is significant, pairwise t-tests between means are then performed to find out where the significant difference lies.

Small Group Discussion.--This technique is to be used concomittantly with multiple counseling and its effect will be assessed in the same manner.

Operational Definitions Related to Independent Variable:

Community School.--A community school involves its many publics in its operations. It has expanded programs which enable it to keep its doors open up to fourteen or more

hours a day, five or more days a week, and to deliver an unusual array of services in addition to academic training at the neighborhood level (Figure 2, page 64). It espouses the concept of continuing education from the "cradle to the grave."

Extended Day Program.--This is the program in the community school that operates prior to and at the close of the regular 9:00 A.M. to 3:00 P.M. core program (Figure 2).

Significant Others.--In this experiment, significant others are parents--one parent to a subject. However, generally speaking, they may be a child's teachers, relatives, ministers, peers, or any others who are in a position to contribute to shaping the child's learning environment.

Dependent Variables

The dependent variable is self-concept. In this study, the major subdivisions which will be examined are overall self-esteem, general level of mental health, and personal, social and total adjustment.

Operational Definitions:

Self-Concept.--

Self-concept is a core around which all the rest of an individual's perceptions are organized (Rogers, 1942, 1951).

mean score for reading and mathematics alike lay in the fourth stanine, or slightly below average.

Overall Level of Self-Esteem and Psychological Status of Subjects.--The status of these variables was ascertained by the pretest administration of the TSCS or Scale. Data explaining the nature of Scale scores can be found in Table 1.

Grouping.--Simple random sampling with equal probability (Rand Corporation, 1955) was used in order to effect the following groupings and assignments:

1. Selection of subjects (seventh grade youth) from the population;
2. Assignment of subjects to the treatment groups;
3. Determination of which one of the three treatment groups would be control and which two would be structured and unstructured;
4. Assignment of the six clinicians in reading, mathematics, and childhood learning difficulties, one each to a group;
5. Choosing between "structured" and "unstructured" the group process to be employed in each treatment group; and
6. Subdividing each treatment group into three counseling groups.

Attendance Requirements.--Inasmuch as subjects were tested during their homeroom period and the subsequent morning hours, the situation resembled intact classroom arrangements where no differential attendance was encountered. Parents were required to attend a minimum of nine out of thirteen sessions with the additional proviso that those nine sessions must include the second, third, fourth, the sessions with their principals, their Board of Education ward representatives, and the expert on drug abuse from the Metropolitan Police Department.

Since parents had been selected on the basis of their child's placement in a group as a result of being pretested, every child was given the posttest whose parent met the aforementioned requirements. Mortality and lost cases were due to several reasons; such as, youth transferring to junior high schools other than those participating in the projects, moving to other cities, and parents not attending the minimum number of or specifically prescribed sessions.

Instruments Used

Instruments used were the Sequential Tests of Educational Progress (STEP, 1956, 1957), Grade 6, Form 3a, reading and arithmetic scores only; the Tennessee Self-Concept Scale

(The Scale or TSCS, Fitts, 1965); and the California Test of Personality (CTP, Thorpe, Clarke, and Tiegs, 1953), Intermediate Series, Grades 7 to 10, alternate forms AA and BB.

STEP

These are tests of some of the understandings skills, and abilities which pupils have been developing ever since they first entered school. They yield scores which indicate the individual's progress or level of attainment in reading, writing, listening, social studies, science, and mathematics. For a number of years, around June 1 (sixth year and ninth month), these tests have been administered to sixth grade pupils in the Public Schools of the District of Columbia on a city-wide basis. For the purposes of this study, the June, 1969 scores in reading and mathematics were used in order to adjust final self-concept scores with educational progress rather than with native ability.

The Scale (TSCS)

Although the Scale assesses the self-concept on a multi-dimensional level (29 variables) the principal use to which it is put in this study is the assessment of the credibility of the general assumptions that have been made by behavioral scientists equating low self-concept with low

educational progress or academic achievement in the case of subjects in this study.

The Scale enables the examinee to describe himself from an internal as well as external frame of reference in terms of physical, moral-ethical, personal, family, and social self. He is able to describe what he sees as himself; how he feels about the self he perceives; and his perception of how he functions or behaves--all in the terms mentioned above. While Table 1 describes all areas from which scores are derived, the two most important yields are the score which measures the individual's overall self-esteem (Total Positive or Total P) and the score which measures the individual's general level of mental health (Number of Deviant Signs or NDS).

The Scale can be self-administered for either individuals or groups and is intended for use with subjects who are 12 years of age or older and who at least read at the sixth grade level. It is applicable to the whole range of psychological adjustment from healthy, well adjusted people to psychotic patients. It has no strict completion time limit, the mean time for the norm group being about thirteen minutes, with administration time being quoted as twenty minutes. The mean completion time for examinees

in this study was twenty-eight minutes.

Although the answer sheets can be scored by hand, scales for this study were machine scored under the supervision of Dr. Julius Seeman of the George Peabody College and Office of Counselor Recordings and Tests, Nashville, Tennessee.

As stated earlier, the Scale was used as a pretreatment instrument to determine whether or not the subjects should be categorized as being low in self-concept. Upon inspection of the profile (Figure 3), the spiked deviations between connecting segments along with the similarities noted in Table 3, pages 87-89, between subjects and groups which deviate from the norm attract much attention. The following profile interpretation and explanation of the nature and meaning of the scores were derived from the Scale Manual (Fitts, 1965). Examination of them will reveal why the subjects were identified as being low in self-concept.

Self-Criticism

The profile[1] shows a low Self-Criticism score (thirtieth percentile). This indicates that the subjects may be somewhat uncritical in their self report and find it difficult to say negative things about themselves.

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[1] See pages 230 and 231.

TABLE 3

TSCS DISCRIMINATION BETWEEN SUBJECTS AND OTHER GROUPS

Scale	Subjects Scores[a]	Validation and Other Groups				Juvenile
		Norm	Psychiatric patients	P.I.	First offenders	c
1. T/F	1.928					
2. Self-Criticism	33.624	X[a]	X	X	X	
3. Net Conflict	22.605					
4. Total Conflict	47.860					
5. Total P	318.750		X		X	
6. Row 1	118.017		X		X	
7. Row 2	99.570		X		X	
8. Row 3	102.087				X	
9. Col. A	69.930		X		X	
10. Col. B	61.052				X	

TABLE 3

CS DISCRIMINATION BETWEEN SUBJECTS AND OTHER GROUPS

	Validation and Other Groups			Juvenile Offender Groups		
ubjects cores[a]	Norm	Psychi-atric patients	P.I.	First offenders	Repeated offenders	Control
1.928						
33.624	X[a]	X	X	X	X	X
22.605						
47.860						
18.750		X		X		X
18.017		X		X		X
99.570		X		X		
02.087				X		
69.930		X		X	X	
61.052				X		

TABLE 3--Continued

Scale	Subjects Scores[a]	Validation and Other Groups			Juvenile Offend	
		Norm	Psychiatric patients	P.I.	First offenders	Repeat offend
11. Col. C	63.866	X				
12. Col. D	63.709		X			
13. Col. E	50.500					X
14. Total V	55.360				X	
15. Col. Tot.	32.285				X	X
New Tot.	23.070		X		X	
17. Tot. Distr.	125.180	X	X	X		
18. Dist. 5	29.424					
19. Dist. 4	17.436					
20. Dist. 3	23.977		X		X	X
21. Dist. 2	8.267					
22. Dist. 1	20.541	X	X	X	X	X

TABLE 3--Continued

Subjects Scores[a]	Validation and Other Groups			Juvenile Offender Groups		
	Norm	Psychiatric patients	P.I.	First offenders	Repeated offenders	Control
63.866	X					X
63.709		X				X
50.500					X	
55.360				X		
32.285				X	X	
23.070		X		X		
125.180	X	X	X			
29.424						
17.436						
23.977		X		X	X	
8.267						
20.541	X	X	X	X	X	X

TABLE 3--Continued

Scale	Subjects Scores[a]	Validation and Other Groups: Norm	Psychiatric patients	P.I.	Juvenile offender: First offenders	Repeate offender
23. Defensive P[b]	58.849	X		X		
24. Gen. Mal.[b]	84.779		X		X	X
25. Psychotic[b]	56.087					
26. Personality disorder[b]	61.692					
27. Neurosis[b]	79.779				X	
28. P.I.	4.988					X
29. M.D.S.	46.110		X		N.R.[c]	N.R.

[a]Scores of subjects are within the same percentile band as indicated on profil

[b]When indicated, subjects were referred to regular school counselor for follow further study.

[c]N.R. = not reported.

TABLE 3--Continued

Subjects Scores[a]	Validation and Other Groups			Juvenile Offender Groups		
	Norm	Psychiatric patients	P.I.	First offenders	Repeated offenders	Control
58.849	X		X			X
84.779		X		X	X	
56.087						
61.692						
79.779				X		
4.988					X	
46.110		X		N.R.[c]	N.R.	N.R.

cts are within the same percentile band as indicated on profile sheet.

subjects were referred to regular school counselor for follow-up and

rted.

The True-False Ratio

This is high and deviant as is the profile segment connecting Self-Criticism and True/False. This suggests that the average subject has a weak ego with poor control over his own behavior. It further suggests that he is likely to act out his conflicts and be influenced easily by others.

Total P and Separate P Scores

The Total P is the most important single score on the Counseling Form in that it reflects the overall level of self-esteem. Table 2 as well as the profiles in Figures 3 and 4 give some indication of how the levels of individual P Scores compare with the norm and other groups. Figure 2 shows that subjects, when placed on a mental health continuum with psychiatric patients, people high in personality integration (PI), and the norm group, compared most nearly with psychiatric patients in Total P than with the other two groups.

Identity and Self-Satisfaction (Rows 1 and 2).--Table 3 along with Figures 3 and 4 show the comparisons between subjects and other groups. Scores for subjects approximate those of juvenile first offenders, and to a lesser degree, offenders of control group, and psychiatric patients.

Behavior (row 3).--There is a sharp drop from row 2 into row 3 to a point at the tenth percentile which is lower than that for juvenile first offenders and offenders control group but just above that for repeated offenders.

Physical Self (column A).--Of all P Scores, subjects rated themselves highest in terms of how they viewed their bodies, their state of health, physical appearance, skills, and sexuality as did psychiatric patients and juvenile offenders.

Moral-Ethical (column B).--On the other hand, the lowest P Score was obtained in an area which was related to most of the questions asked by subjects in each of the participating schools. This area was Moral-Ethical. In counseling with parents, this area will be pointed out to them as one which should be given a great deal of attention.

Personal Self (column C).--The sharpest upswing in the Total P Scores was in column C (Personal Self) which brought the curve to a point just under the fiftieth percentile and near that of the norm group. This revealed that the general sense of personal worth, feeling of adequacy, and evaluation of personality apart from body of relationships with others was nearly like that of the norm group and the juvenile offenders control group.

Family Self and Social Self (Columns D and E).--Yet, when feelings of adequacy, worth, and value as family members or social group members were considered, there was a major downward deviation to Columns D and E, suggesting either some inconsistencies or inability on the part of the subjects to emerge from their own private worlds and feel the same regard for themselves among others as they feel without reference to others. According to the author of the Scale, this kind of sharp spike is seen in the profiles of neurotic and psychotic patients.

Total Variability Score

The high Total Variability Score (seventieth percentile) is indicative of possible inconsistency, on the part of the subjects, in making their self report.

Total Distribution Score

Slightly above the fiftieth percentile, this score would ordinarily suggest a tendency towards definiteness about the self picture inasmuch as the score is neither high nor low.

Number of Deviant Signs (NDS)

The NDS is the Scale's best index of psychological disturbance. This score alone identifies deviant individuals

with about 70 percent accuracy (Fitz, 1965). The MMS for subjects was more strikingly deviant than it was for either of the other three groups.

While the foregoing account is an interpretation of the profiles, the writer again directs the reader's attention to what has already been documented concerning the fact that the subjects have grown up in a culture which is said to beget and foster the growth of most of the distortions of the self-image that show up on the profiles in Figures 3 and 4.

Let it be said that the results of the pretest administration of the scale corroborate the initial assumption that in the geographical area chosen, self-esteem and psychological adjustment (mental, personal, and social) in seventh grade youth might very well benefit from efforts to improve them. On the other hand, inspection of the data in Table 3 reveals only five scales in which the subjects come close to having scores in common with the norm group (within the same percentile band). They are Self-Criticism, Personal Self, Total Distribution, the use of "1's" in the Distributions, and Defensive Positive on the empirical scales. The other twenty-four scales are so radically different that it must be assumed that the significance of individual

profiles for this inner-city population can have no real clinical evaluation except in reference to the parameter which these findings establish. Consideration might well be given to establishing norms relevant to the total experimental group as well as to the population from which it was derived.

The CTP

The CTP is a teaching-learning, developmental instrument. It detects the areas and specific types of tendencies to think, feel, and act which reveal undesirable individual adjustments (CTP Manual, 1953). It was designed to reveal and identify the status of certain highly important factors in personal and social adjustment which are usually designated as intangibles (Ransom, et al., 1967). In this regard, the authors join the growing number of behavioral scientists (Chapter II) who report that lack of success in reading and arithmetic as well as in other types of school activities may create feelings of inadequacy and insecurity in some pupils. They feel that this is especially true in those who are mentally immature and allow their frustration to manifest itself in various forms of "acting-out," anti-social withdrawing, or other negative tendencies. The CTP is a tool for use by counselors and other responsible school

personnel which will enable them to view the student within nonacademic frames of reference. In this regard, the manual (Part 2) provides, with great clarity, excellent suggestions for classifying and treating adjustment difficulties, and for counseling procedures which this writer observed in guiding this study.

The CTP is organized around the concept of life adjustment as a balance between personal and social adjustment and it yields scores of six personal adjustment components which are based on feelings of social security. Although the twelve adjustment components are listed, explained, and defined in Table 2, for the purposes of this study, only those underscored have been used.

Alternate Forms AA and BA (Intermediate) are available for handscoring of test booklets and answer sheets, for machine-scoring of answer sheets, and for use with the Scoreze answer sheet. Tests for the present study were machine-scored by the California Test Bureau.

Measurements obtained from already existing sources

Every effort was made to use the most nonreactive techniques possible in reaching the subjects (seventh grade youth) in order to control internal as well as external

validity. For this reason, measurements and other needed information was obtained from existing sources wherever possible, and subjects will be contacted by pupil personnel specialists only at the time of pretesting and posttesting. During the treatment intercession, pupils were scheduled to go about their regular school routines.

STEP scores, social information, and vital statistics were obtained from cumulative folders which contained the very recently adopted Registration Form 609 which supplemented the information found in the cumulative folder. Socioeconomic Scale scores assigned to the occupations of parents were taken from Occupations and Social Status (Reiss, et al, 1961).

General Procedure

Pretreatment testing was scheduled in the five schools for two consecutive weeks (10 days, beginning at Shaw Junior High. Posttreatment testing and makeup were accomplished between June 4 and June 11.

The Scale was always administered first because the instructions were more complicated and the attention, curiosity, and anticipation of the subjects were most keen at the homeroom period. The CTP (including the Interests and Activities section) were always administered last and in that order.

The initial plan had been to read both tests to all examinees. However, in the first group of examinees, some displeasure was expressed when their counselor told them that this writer would read the tests to them. Some pupils complained that they did not need anyone to read to them; they insisted that they did not need anyone to read to them or for them. As a result, in order to prevent the possibility of an unfavorable testing situation, they were assured that only the standardized instructions for each would be read to them and that they should raise their hands without speaking if they encountered any difficulty while taking the tests. It was most interesting to note that over and over, examinees asked questions about the same test items--even in different schools.

Characteristics of Test Area and Group Size

The names of participating junior high schools, the number of examinees from each school, the testing area, and other information are presented in Table 4, page 98.

In every instance, the rooms were spacious, well lighted and ventilated, comfortable, and free of traffic and noise. In each case, at least two counselors assisted as proctors, and in the case of the first three schools, the chairman of the guidance department also assisted.

TABLE 4

SCHOOL AND TEST INFORMATION

Name of School	Number of Respondents	Percent of Total	Number of Examinees	Testing Area
Terrell	99	31	87	Cafeteria
Shaw	86	27	76	Cafeteria
Hamilton	67	21	58	Library
Langley	42	13	38	Library
Stuart	26	8	23	Library

In each case, one of the counselors spoke briefly to the examinees about the kind of tests they were going to be taking in order to put them at their ease and to introduce this writer.

Because there was no time limit on either test, no group recess was given. However, examinees were allowed to go to the rest room singly. Those who finished the Scale in less than thirty minutes were told to sit quietly and be relaxed until that amount of time had expired. At the end of thirty minutes, all examinees were given instructions for taking the CTP. At the end of forty-five minutes, examinees who had not finished the CTP were halted and given instructions in completing the Activities and Interests

section of the CTP along with all those who had finished the CTP. Then, everyone was allowed to work until both TTCS and CTP were finished. At the host school, Terrell, where the cafeteria was used, three examinees had not finished by lunch time but they were taken to this writer's office and allowed to finish.

Despite the volumes written by sociologists on the power of socio-economic, cultural, and other kinds of deprivation to rob individuals as well as whole families of the will to fight their way out of the seemingly never-ending spiral of the culture of poverty, it was from the two junior high schools in the city's most blighted areas with the lowest performance scores in reading and mathematics that the percentages of volunteering parents and participating youth were highest. The school with the third highest number of respondents is new and draws a very large number of its students from the other four schools. The SES scores of parents from the fourth school in the table were highest of all five schools. It was also from the parents of this school that the most searching questions came concerning the project. And, it was the last school on the list whose parents evinced the most concern about being on the streets after dark. The apprehensions of these parents caused this

writer to arrange for portal-to-portal bus transportation for all parents in the project.

Method of Analysis

Analysis Facility

The data which yielded the results reported in Chapter V was processed at the Computer Science Center, University of Maryland at College Park. It was processed from a program which was selected from the Biomedical Computer Programs Catalog, Health Sciences Computing Facility, University of California (1966).

Type of Statistics Used

One-way parallel analysis of covariance with multiple covariates and pairwise t-ratios (one-tailed) were used to determine the effect of the treatment on selected self-concept related components of personal and social adjustment as well as on total personal and social adjustment. This was done by testing for the significance of the differences between the pretest and posttest means.

Treatment groups were unequal in size (61, 63, 64) and were presumed to be free from bias, in a sense, because of strict adherence to random assignment procedures. On the other hand, this writer admits to a special kind of bias

which will be discussed on the next page.

Because of the practical limitations associated with the conduct of this experiment, the analysis of covariance was used in order to "control" or "adjust for" uncontrollable variables; such as, (a) wide age range (12 to 16 years), (b) varying proficiency levels in reading comprehension and mathematics reasoning, (c) sex of the subject, (d) sex of the breadwinning parent, and (d) the pretest score of the corresponding independent variable. Use of this pretest score served as a control for external validity in the area of interaction of selection and treatment. Its use in this manner makes it possible to generalize to the larger unpretested universe of inner-city seventh grade youth who have the same common factors of age, self-concept levels, reading and computational levels, socio-economic status, and interested parents.

The voluntary participation clause in the design makes it next to impossible to use any predetermined criteria for matching on the basis of the several assigned covariates. And, while several other covariates might have been added to those already mentioned, it is felt that the ones used were representative enough to provide reasonable assurance that results obtained are due to treatment rather than to

other causal circumstances.

The special kind of bias to which this writer admitted earlier might be said to be present because of the nature of the instruments used in this experiment. To administer a self-concept scale and personality test to any child in the District of Columbia Public Schools without prior parental permission would have been a violation of school policy. In addition to parental permission, in order to conduct this experiment, parental participation was also required. This means, then, that the sample, which was seventeen percent of the 1,900 seventh grade youth whose parents were originally invited was really only representative of that portion of the population which had greater zeal for discovering what some of its personal, social, and academic adjustment limitations were and for accepting help in remedying them. Consequently, the results will really indicate that the effects of treatment most probably are specific only to that portion of inner-city seventh grade youth whose parents would have cooperated as did the parents just mentioned.

CHAPTER V

RESULTS

The use of three groups in this experiment--structured, unstructured, and control--was made in order to test whether or not any observed results were caused by actual treatment (structured), a kind of placebo (unstructured), or other factors (control).

Several variables were considered to be not amenable to physical or selective manipulation but quite likely to influence results. They were age, achievement, sex, and pretest score of corresponding self-concept scale under analysis. Their effects were eliminated by the use of the analysis of covariance.

Pretest-posttest gain scores were computed for each group. A pairwise t (one-tailed) was then computed between experimental groups and between experimental and control groups on these gain scores to test the significance of the differences between means. Posttreatment degrees of freedom were as follows: $df_1 = 2$ and $df_2 = 179$.

The statistical hypotheses which follow were tested at the .05 and .01 levels of confidence. The values of F required for significance at the .05 and .01 levels are 3.04 and 4.71 respectively. The values of t required for significance at the .05 and .01 levels are 1.64 and 2.32 respectively.

Analysis of Hypotheses

H_{01} After the effects of the six covariates have been eliminated, there will be no statistically significant difference between the pretest-posttest means of the three groups either in the personal and social adjustment components or the totals, as measured by the CTP.

Examination of the posttest F values in all sections of Tables 5, 6, and 7 (Appendix A) reveals that statistically significant differences exist between groups in all of the CTP adjustment scales. Consequently, the null hypothesis of no difference between groups is rejected.

H_{02} After treatment, there will be no statistically significant pretest-posttest gains observed between experimental treatment group means and control group means in any of the following:

a. in either of the three selected self-concept centered personal adjustment scales;

b. in the Total Personal Adjustment Scale;

c. in any of the five selected self-concept centered social adjustment scales;

d. in the Total Social Adjustment Scale; or

e. in the Total Adjustment Scale.

The three selected personal adjustment scales.--The t ratios in Tables 5.1a, 5.2a, and 5.3a, reveal the following:

1. Between the structured and control groups, gains in the self-concept centered personal adjustment scales are statistically significant in favor of the structured group at both the .05 and .01 levels of confidence.
2. Between the unstructured and control groups, the three self-concept centered personal adjustment gains are statistically significant in favor of the unstructured group at both the .05 and .01 levels of confidence.

In view of the findings, the null hypothesis of no statistically significant gains in total personal adjustment is rejected.

The Total Personal Adjustment Scale.--Examination of pairwise t ratios in Table 5.4a reveals the following:

1. Between structured and control groups, Total Personal Adjustment gains are significant in favor of the structured group at both the .05 and .01 levels of confidence.
2. Between unstructured and control groups, Total Personal Adjustment gains are significant in favor of the unstructured group at both the .05 and .01 levels of confidence.

In view of the findings, the null hypothesis of

no statistically significant gains in total personal adjustment is rejected.

The five selected social adjustment scales.--Pairwise t ratios in Tables 6.1a through 6.5a reveal the following:

1. Between structured and control groups, gains for the five selected self-concept centered social adjustment scales are statistically significant in favor of the structured group at levels of confidence greater than either .05 or .01.
2. Between unstructured and control groups, gains for four out of five of the selected self-concept centered social adjustment scales are significant in favor of the unstructured group at a level of confidence greater than .05. Three out of five are significant in favor of the unstructured group at levels of confidence greater than .01.

Inasmuch as statistically significant gains greater than the .05 level were observed five times out of five in favor of Group 1, and at the .01 level three times out of five, the null hypothesis of no significantly large gains between treatment and control groups is rejected.

The Total Social Adjustment Scale.--Pairwise t ratios as shown in Table 6.6a reveals that:

1. Between structured and control groups, total social adjustment gains are statistically significant in favor

of the structured group at both the .05 and .01 levels of confidence.

2. Between unstructured and control groups, total social adjustment gains are statistically significant in favor of the unstructured group at the .05 level of confidence.

Inasmuch as statistically significant gains at the .05 level of confidence were observed in favor of the structured group over the control group, and a statistically significant gain was observed at the .05 level in favor of the unstructured over the control group, the null hypothesis of no statistically significant pretest-posttest gain in total Social Adjustment between experimental and control groups is rejected.

The Total Adjustment Scale.--Pairwise t-ratios as shown in Table 7a reveal the following:

1. Between the structured and control groups, Total Adjustment gains are significant in favor of the structured group at levels of confidence greater than either .05 or .01.
2. Between the unstructured and control groups, Total Adjustment gains are significant in favor of the unstructured group at levels of confidence greater than either .05 or .01.

In view of these findings, the null hypothesis of no statistically significant pretest-posttest gains between experimental treatment groups and control group is rejected. Moreover, in the case of all personal and social adjustment scales, as shown in the pairwise t ratios in Tables 5.1a through 7a, eleven out of eleven of these ratios were significant at levels of confidence greater than either .05 or .01 in favor of the structured group over the control group; nine out of eleven were significant at levels greater than .05 in favor of the unstructured over the control; and seven out of eleven were significant at levels greater than .01 in favor of the unstructured over the control.

In view of these findings, the null hypothesis of no statistically significant pretest-posttest gains in any of the personal and social adjustment scales is rejected.

H_{03} There will be no statistically significant difference between Total Personal, Total Social, and Total Adjustment scores obtained as a result of the two kinds of treatments (structured and unstructured) used in this experiment.

Pairwise t-tests (one-tailed) in Tables 5.4a, 6.4a, and 7a, between structured and unstructured groups reveal that the values of t are significant in favor of the structured group at levels of confidence greater than either .05 or .01. Therefore, the null hypothesis of no difference between experimental treatments is rejected.

Analysis of Results

General Findings

These findings, earlier summarized and placed in tables and profile charts demonstrate that for the subjects treated, awareness of self-concept related variables improved significantly as a result of indirect counselor intervention (counseling with significant others), the more significant results being achieved with subjects who were exposed to structured group counseling techniques.

In spite of the fact that the ages of the subjects ranged from 12 to 16, the age mean for the three groups were almost identical (Table 8). Community school records

TABLE 8

Group	Age	Mathematics	Reading	Sex-T	Sex-ST
1 (S)	13.8651	21.2623	34.2787	1.5410	1.5082
2 (U)	13.7007	22.9206	35.4127	1.5556	1.4444
3 (C)	13.7086	23.2031	37.3594	1.5156	1.7031

reveal that in this inner-city area, the real battle to encourage youth to remain in school seems to surface in the eighth grade. Requests are constantly being made of the community school for special programs for overaged eighth grade and

ninth grade pupils--rarely, if ever, seventh grade pupils. The seventh grade mean age of thirteen years and nine (plus) months for each group of subjects in this study sheds light on the overaged problem in the five participating schools. While designating age as a covariate in this experiment nullifies its effect on the statistical analysis of the effects of the treatment, the revelation of its existence in the seventh grade, with its attendant problems and frustrations to youth is nevertheless real. This in itself is justification for undertaking this study.

In the case of the sex of youth and adults, girls (2) tended to outnumber boys (1) in each group and females (2) tended to outnumber males (1) as breadwinners in Groups 1 and 3. In Group 2, males held tenaciously to a slight edge as breadwinners.

Normally, investigations into the influence exerted on the secondary youth's concept of utilizing his mental capabilities are shown to correlate well with the father's occupation and the mother's education (Coffee, 1957). Porter (1954) even feels that the father's occupation has the greater strength. In this study, where school records showed that only fifty-five percent of all seventh grade youth in the five participating schools live in homes where there are

a male and female parent, it was further found that females outnumbered males as breadwinners. This finding bears out the fact of either underemployment or unemployment among inner-city males. Needless to say, the majority of participating parents were mothers or grandmothers. Again, the use of sex as a covariate nullifies any statistical significance that it might have on reported results, but in real life it is very apparent that the need for more positive male involvement and communication in the lifestyle of the inner-city youth is indicated.

Although the use of the initial reading and mathematics scores as covariates nullified any academic achievement advantages that any one group might have had over the other in pretest-posttest gains, it is interesting to note that Group 3, which had next to the largest number of girls, the most female breadwinners, and the lowest mean age level (by a trifle), also had the highest performance scores in reading and mathematics at the outset.

On the two TSCS subtests which were considered the most important determinants for pretreatment verification of self-concept and mental health levels (Total P and MHS), the mental health level (MHS) of Group 3 was highest (Table 9, page 112). With the exception of Family Relations, Group 3

TABLE 9

TOTAL P AND MDS SCALE RESULTS FOR ALL GROUPS

Group Treatment Number	Total P	Number of Deviant Signs
1	317.4426	48.8609
2	324.1746	47.5556
3	320.6875	45.2344

had the highest pretreatment scores in all components of personal and social adjustment as measured by the CTP (Tables 5.1 through 7a). This tendency for Group 3 to score higher on most of the self-concept components in the pretests must be attributed to the fact that its academic achievement levels as measured by STEP reading and mathematics were also higher. However, inasmuch as Group 3 started with a multi-point handicap (maximum of three points in reading) over Groups 1 and 2 alike, the significant differences obtained in pretest-posttest gains by Group 1 in all self-concept components must be attributed to the structured group counseling approach used in Group 1. Although the null hypothesis was accepted between Groups 2 and 3 in two instances out of eleven (Tables 5.4 through 7a), its rejection in the other nine instances at the .05 level of confidence and in seven

at the .01 level in favor of Group 2 over Group 3 is reason to belive that the significant differences obtained in pretest-posttest gains were due to treatment--even though that treatment was via the unstructured group counseling approach which was really little more than placebo treatment. Consequently, it is felt that sufficient evidence is furnished to demonstrate the strong influence that can be exerted by positively communicating parents on a pre-adolescent's awareness of the kinds of personal and social adjustment techniques which are needed to enhance his feelings of self worth and his attitudes towards personal and social adjustment problems.

Inspection of pretest data concerning Group 3 in comparison with Groups 1 and 2 reveals what appears to be an obvious relationship between somewhat higher achievement with higher self-concept scores. This leads one to generalize that inversely, if self-concepts are raised in subjects who have been exposed to the kind of positive communication between parent and child as in Group 1, and to a lesser degree, in Group 2, academic achievement would also improve.

Probable Reason for Gains

In the opinion of this writer, the greater significance in gains shown by Group 1 are due to several reasons,

all of which center around high motivation and an immediate boost to the self-esteem of the parents involved who apparently began immediately to transmit this new-found regard for themselves to their children. The fact that Group 1 parents were accepted as coworkers on a team composed of reading and mathematics supervisory and clinical personnel, pupil personnel specialists, and outside consultants to aid in the development of structure and content for their own group process, with definite assignments and responsibilities, brought out in them a kind of fierce pride. It was they who determined when they needed to meet with their school principals or their Board of Education Ward representatives and notified them far enough in advance so that they would plan to be present. It was they who developed the questions and/or topics they wanted to discuss with these officials of public education.

Group 1 parents were pleased to report their increased ability to understand how to discuss with their children their homework or adjustment problems. Many of them confided that the sessions were also improving their family life in general.

Comparison with Other Researchers

The major influence governing the decision to do

this study was the work done in the modification of the school environment through intervention with significant adults which was carried on under the direction of Dr. Merville C. Shaw, Director of the Western Regional Center of the Interprofessional Commission on Pupil Personnel Services (IRCOPPS) at Chico State College, California. (A complete comparison of the two studies can be found in Chapter II under "Most Nearly Related Study.")

During the first year of the project (1965), group counseling was offered to parents of first, seventh, and ninth grade children. During the second year, group meetings for teachers were conducted. While IRCOPPS was interested in data concerning the impact that their procedures had on child learning and behavior, this researcher was concerned with the impact that the procedures in this study had on improving youth awareness of self-concept building attitudes and techniques that affect personal and social adjustment as well as academic achievement. This researcher was also concerned with altering the home environment so that pre-adolescent youth might find home and family a comfortable environment in which to seek help in solving the various developmental problems with which he must cope. These problems range from the continual need for developing a sense of identity to the need for becoming proficient in the areas

of human effectiveness cited in Chapter III by Blocher (1966).

As reported earlier, significant pretest-posttest changes in favor of Group 1 were observed in this study as they were in the IRCOPPS study, although the final report (1968) of the IRCOPPS study did not report having experimental and control groups. However, in a telephone conversation with Dr. Shaw (February 23, 1972), he stated that IRCOPPS was in the process of developing formal training courses which would be started with the parents of infants of twelve months or less. This approach represents the implications for further study which grew out of the earlier work with significant others, for in that study, he found that significant differences in achievement and school behavior existed between the children of participants and nonparticipants. The children of participants had higher achievement test scores, fewer school absences, and fewer behavior referrals.

The IRCOPPS study included group counseling with teachers. The present study did not. The emphasis in this study was intended to be only on parents in order to demonstrate the intensity of the responsibility they should feel about preparing themselves to take up where the school leaves off in working with their children as well as in shaping parental behaviors and attitudes which in turn would enable them to

make their children more receptive to the educational processes of the school.

The INCOPPS study found that not all favorable perceptions correlated with high achievement (ERIC, 1972). This study did not check for correlations between self-concept change and achievement nor did it check for correlations between self-concept change and school absences or behavior referrals. INCOPPS did not use standardized pre- and posttests.

Unusual or Serendipitous Findings

The two most important serendipitous findings will be discussed in the next chapter under "Indications for Further Study." They concern the positive relationship which appeared to exist in the control group between higher reading and mathematics scores and mental adjustment and self-concept scores and a striking similarity between the mental adjustment and self-concept scores of the subjects in this study and of juvenile offenders--both of whom have grown up in the same kind of inner-city culture.

Subjective Observations

While it was not possible to avoid certain reactive arrangements such as the actual pretesting and posttesting of the subjects and the obvious knowledge that Group 1 most

have had that they were getting more professional attention and training than Group 2, wherever possible, consecutive arrangements were made. For example, parents were not asked to fill out any forms or questionnaires for the express purpose of letting the research team know what they felt about the experiment. On the other hand, their counselors were always on the alert as observers and kept strict anecdotal notes in both the large group situations with the reading, mathematics, and childhood learning difficulties specialists as well as in their small discussion groups. Counselors turned in their notes to this writer after every session with specific observations about individuals in the small groups for which they were responsible. For example, when a parent was overheard to say that climbing the steps to the reading laboratory (third floor) was too much for her heart, nothing was said to her, but the next week, custodians would have been instructed to bring needed materials from the reading laboratory down to a first floor classroom for that particular group. The parent continued to attend.

The advance questions and topics parents prepared for their meetings with school officials along with their discussions; their preparations for a presentation before a board of education public hearing were encouraged and

evaluation for expressions of feelings and attitudes. For example, their spokesman at the board hearing proudly announced that "Concerned Parents" had developed their sensitivity to the problems they were attacking in the present counseling experiment.

In September, three months after the project ended, thirty-one parents from Groups 1 and 2 returned to the community school to review the project. They joined with thirty-six control group parents. All parents had been reminded by mail and the mass media (including radio and television) of the resumption of the project (on a nonexperimental basis) as previous at the outset. A number of returning parents brought their mates with them. They also brought with them other parents who were new to the program. Significantly, the returning parents declined the community school's offer of transportation indicating that they could arrange for their own.

Many parents who themselves did not return sent their children to participate in community school programs or to be helped by the reading, mathematics, and childhood learning difficulty specialists. Many of the subjects who participated in the experiment and who are now in the ninth grade (1977) are in regular attendance in such activities

as the recreational program, the continuing education program which enables them to make up failures, receive tutoring, and take advanced work, or the enrichment and "hobby horse" programs.

In addition to the availability of evening school (elementary and secondary) academic credit for any participating parent who desired it, several parents reported that they had submitted their certificates of completion to their personnel officers to have them inserted in their personnel folders. At the outset, four mothers who were in training at a local college to become educational aides in the public schools had negotiated for and received academic credit on submission of their certificates of completion.

A perusal of Appendix I will reveal, generally, how parents felt about the program.

Miscellaneous

The incident concerning the examinees at the first school who insisted that they did not need to have anyone read for them has already been mentioned. With a group of seventy-six youth in a testing situation, disruption could not be risked. But, because this group was allowed to read its tests, all groups had to be allowed to read their own tests.

At the second school (Stuart), a prospective subject went into a near fit of hysteria when she reported to the library and found that she was expected to take the Scale and the CTP. Her mother had obviously given permission for her to be tested over her protestations. She seemed to be completely unnerved and terrified at the idea. She was assisted outside the library, however, and reassured by the promise that she did not have to take any tests at all if she was unwilling. She was allowed to return to her homeroom at once.

From another of the schools, four parents responded to the letters telling them the levels on which their children were performing and suggesting that they might wish to join with other parents and school personnel in helping their children by writing notes of seeming indignation tinged with contempt at the suggestion that their children were not reading and computing on grade level. Two parents in personal interviews advised that they knew their children were performing above grade level because they checked them at home. What those parents refused to recognize or accept was the true fact that their children were not performing above grade level at school. One of the parents criticized school records and suggested that they were in error. A check with their grade counselor and homeroom teacher verified

the fact that their in-school performance was below grade.

Limitations

A number of potential limitations were discovered in the planning stages during person-to-person conferences with parents who were interested but who, for various reasons, thought they might not be able to participate. For example, there were problems of chronic illnesses cited by several parents as well as a number of older guardians and grandparents which they felt would be aggravated if they had to attend regular sessions and climb stairs; conflict in working hours, baby-sitting and other family problems, fear of being on the streets at night, lack of transportation, and the like. Prior knowledge of these potential limitations actually strengthened the project immeasurably by suggesting to this writer that transportation should be provided. Neighborhood Youth Corps personnel should be reassigned on meeting nights to baby-sit; a football college scholarship athlete from one of the local colleges who was completing an internship in the community school where the experiment took place was assigned to work out a sports program with older boys who did not particularly need a baby-sitter; other children were sent to classes in art, typewriting, and guitar, or they could choose to be tutored

in academic subjects. At rather frequent intervals, the community school class in Foods for Fun and Profit served quite filling repasts so that the participants would not have to be concerned about preparing dinner for themselves.

The chief limitation, it might be said, in an endeavor of this kind, is the one encountered in getting inner-city parents interested enough to make a sacrifice to attend sessions--of any kind. The majority fail to participate because of pressing home problems which to them, seem insurmountable. However, as soon as the parents in this project were shown that their seeming problems were capable of being solved, and once they became involved in the project and became aware of the desirability of the school as a place to come and bring the whole family if they desired, there was no real problem in maintaining steady attendance. Yet, because such projects as this are patronized by election rather than selection, one might have some second thoughts about generalizing to the entire unpretested population from which these parents and their children come. Rather should the generalization be made to that portion of the population which can be motivated to have desires similar to the subjects and participants in this experiment.

Instruments

Inasmuch as all subject responses were made on standardized printed tests, instruments presented no problem. This writer along with the proctors, was kept on the alert so as to move quickly to assist or reassure a querulous youth who felt that "they [the test makers]" were "mighty nosey" or who just wanted to whisper, "Why do they want to know this?"

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Instruments for identifying and evaluating the more intangible elements of total complex patterns of feeling, thinking, and acting were used with 188 inner-city seventh grade youth who were performing on the sixth grade level in reading and mathematics for the purpose of assessing in them the levels of certain self-concept components which included psychological, personal, and social adjustments. The TSCS was used for pretreatment determination of overall self-esteem and mental health. The CTP was used for determining pretest-posttest gains in awareness of using the pretest-posttest control group design.

In some instances, findings in the TSCS profiles were disturbingly deviant when compared with profiles in the TSCS Manual. Upon further consideration and comparison, however, one arrives at the conclusion that there are certain elements of a cross-cultural situation which prompt concurrence with Leiter (1970) who recommended that when validation

is needed for different populations, local norms need to be established.

Treatment, in the form of expert counseling and training indirectly transmitted to the youth from pupil personnel specialists through their parents, was applied in order to aid the youth in developing normal balances between psychological, personal, and social adjustment. Pretest-posttest gains in personal and social adjustment were studied by means of the analysis of covariance with multiple covariates, F tests, and pairwise t-tests. A closing summary of the findings appears below.

Summary

TSCS

In order to make some determination concerning the relative psychological status of the subjects before treatment, their TSCS scores were interpreted according to the TSCS Manual and compared with those of the 626 norm group members, 369 psychiatric patients, and 75 people characterized as high in personality integration (Fitts, 1964). Comparisons were also made with those of juvenile offender groups and a control group (Table 3).

Remedial-type findings.--The findings were surprising and startling, to say the least. Inspection of Table 3 showed that the subjects had a predominance of the characteristics

possessed by groups that are considered to be low in self-concept and mental health as compared to the norm group. There was no discrimination in the numbers of areas listed below between subjects and the following:

a. juvenile first offenders in fifteen of the twenty-nine variables;

b. psychiatric patients in thirteen of the twenty-nine;

c. repeated juvenile offenders and offender control group in nine of the variables;

d. the norm group in five out of twenty-nine; and

e. people high in personality integration in four out of twenty-nine.

CTP

Of the eleven self-concept components assessed by the CTP, pretest-posttest gains in favor of Group 1 over Group 3 were significant at greater than either the .05 or the .01 levels of confidence. Because of the pretreatment point differences (a maximum of three points in reading) in favor of Group 3, it is concluded that though they were small, the control group tended to have higher pretest scores than the structured group. Consequently, the significant difference reported above was due to the structured treatment in Group 1.

In eight out of eleven self-concept components assessed by the CTP, pretest-posttest gains in favor of Group 2 over Group 3 were significant at the .05 level of confidence. They were also significant at the .01 level in seven out of eleven instances. Again, this leads one to the conclusion that inasmuch as Group 3 began with an advantage in points, where significant differences did occur in favor of Group 2, they were due to treatment.

In ten of the eleven self-concept components assessed by the CTP, pretest-posttest gains in favor of the structured or instrumented group process in Group 1 over the nonstructured of Group 2 were significant at the .01 level of confidence, thereby leading to the conclusion that the instrumented or structured group process is superior to the unstructured group process when counseling with inner-city parents over a limited (short) period of time.

In addition to achieving the desired goal of improved awareness in inner-city seventh grade youth of proven techniques for developing normal balances between selected self-concept components, the responses of parents obtained by means of nonreactive measures reveal that they too benefitted and felt that their self-concepts were bolstered and their family life improved because of their involvement in this experiment.

Recommendations for Other Research

It was not meant that this experiment should involve itself in an examination of the self-concept differences that must conceivably exist between groups whose behavior is different. Yet the striking similarity in pretreatment mean scores between the subjects and juvenile offenders as well as psychiatric patients should be mentioned, if only briefly.

At this point in time, the subjects have not yet been characterized or identified as juvenile offenders or as being in need of psychiatric treatment or care in an institution. On the other hand, it must be remembered that the culture in which the subjects and their families have grown up lived, and died, is the same one described in earlier pages that has spawned a disproportionate number of the city's delinquents. For this reason, further investigation of these similarities and their implications is strongly recommended.

Another recommendation for research is suggested by the fact that pretreatment data in the control group (Group 3) actually demonstrated the hypothesis upon which this research is based--the belief that "positive relationships exist between the self-concept and academic achievement

(Coopersmith, 1959; Fink, 1962)." They lead to the generalization that if positive relationships could exist in a nontreatment group (Group 3) between self-concept and academic achievement, they could also exist in populations similar to Group 3 in other respects. Lest the continued reference to the interesting pretreatment relationship existing between achievement and self-concept scores in Group 3 be taken out of context, the reader's attention is redirected to Table 3 and to Figures 2 and 3 which will re-establish the proper perspective for the entire group of subjects, including Group 3.

Conclusions

And so, the results here achieved within a setting provided by a community school's extended day program would lead this writer to the final conclusion that at any time school systems are willing, they might do well to consider establishing, developing, and using this convenient resource. Among the many services that it could provide would certainly be the addition of a new dimension to the guidance and counseling activities of the regular 9:00 A.M. to 3:00 P.M. core program. More parents would be able to avail themselves of the opportunity to understand how they might help their children attain some of the aspects of personal growth and

adjustment that are at the center of the development of the healthy self-concept which is so widely acknowledged as being a necessary adjunct to the optimum development of one's mental capabilities.

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APPENDIX A

ALL SECTIONS OF TABLES 5, 6, AND 7

TABLE 5.1

CALCULATED TEST OF PROPORTIONALITY ANALYSIS OF DYNAMICS WITH MULTIPLE DIMENSIONS[a] FOR ALL GROUPS[b]

Source	Variable 1 (Self-Relational)											
	Non-Treatment Analysis						Main-Treatment Analysis					
	df	SS	Sum-Squares (Real)	Sum-Squares (Ideal)	Adj df	Mean-Squares	df	SS	Sum-Squares (Real)	Sum-Squares (Ideal)	Adj df	Mean-Squares
Treatment (Between)	2	14.7865					2	311.5725				
Error (Within)	185	1139.4976	43.5148	1256.1788	180	6.9788	141	941.3438	121.8564	1156.1547	178	5.8561
Treatment × Error (Total)	187	1354.4351	65.7828	1354.7931	180		187	1252.8363	314.4218	978.4867	181	
Difference Due Taking Adjusted Treatment Mean			8.4533	2	4.5917					514.4259	2	256.3129
$F(2, 180) = .616$							$F(2, 178) = 43.767$					

[a]Multiple covariates: age, achievement (reading and mathematics), sex, and pre-treatment score of self-concept subscale

[b]Treatment groups: 1 (environment), 2 (communication), 3 (control)

TABLE 5.2a

GROUP, STANDARD ERROR, DIFFERENCE, PERCENT OF GAIN, AND t RATIOS

Group Treatment Pairing	Treatment Mean		Adjusted Mean		SD Adjusted Mean		Adjusted Mean Difference	Percent of Gain	Main-Treatment × Method (Behavioral)		
	Pre-	Post-	Pre-	Post-	Pre-	Post-			Groups 1 and 2	Groups 2 and 3	Groups 1 and 3
1	7.6721	11.8405	7.6553	11.8784	0.3125	0.2478	4.2341	55.31	5.3244	5.8344	6.1144
2	7.3491	9.3613	7.4318	9.9564	0.3368	0.2431	2.5246	35.39	Experimental Specifications: $\alpha = .05$ level of confidence $\alpha\alpha = .01$ level of confidence		
3	8.0763	8.7333	7.9643	8.4284	0.3374	0.2436	0.4638	7.45			

TABLE 5.3

OKLAHOMA TEST OF HOMOGENEITY ANALYSIS OF COVARIANCE WITH MULTIPLE COVARIATES[a] FOR ALL GROUPS[b]

Source	Variable 2 (Hours of Personal Hours)											
	Pre-Treatment Analysis						Post-Treatment Analysis					
	DF	SS	Sum-Squares (Real)	Sum-Squares (Model)	Adj DF	Mean-Squares	DF	SS	Sum-Squares (Real)	Sum-Squares (Model)	Adj DF	Mean-Squares
Treatment (Covariate)	2	25.6789					2	250.1668				
Error (Residual)	185	1845.2984	205.2314	2330.5317	180	8.5119	181	1447.4482	155.9139	813.5317	179	4.5449
Treatment + Error (Total)	187	1783.6638	201.3587	2141.8984	182		183	1647.9150	418.0133	1019.8635	181	
Difference due Testing Adjusted Treatment Means				0.6767	2	4.8373				204.3179	2	101.6639
F (2, 180) = .569							F (2, 179) = 11.825					

[a]Multiple covariates are, achievement (reading and mathematics), sex, and pre-treatment scores on multivariate components

[b]Treatment groups: 1 (experimental), 2 (contrast/control), 3 (control)

TABLE 5.3a

MEAN, STANDARD ERROR, DIFFERENCE, PERCENT OF GAIN, AND t RATIOS

Group Treatment Pairing	Treatment Mean		Adjusted Mean		SE Adjusted Mean		Adjusted Mean Difference	Percent of Gain	Post-Treatment t Ratios (Variance)		
	Pre-	Post-	Pre-	Post-	Pre-	Post-			Groups 1 and 2	Groups 2 and 3	Groups 1 and 3
1	6.4439	17.3113	6.4438	13.3633	0.3764	0.2724	3.3197	18.91	3.31**	3.82**	6.32**
2	6.2884	10.0548	6.2851	11.0984	0.3720	0.2724	1.4520	14.89	Statistical Significance: * = .05 level of confidence ** = .01 level of confidence		
3	10.4000	6.7813	6.4367	9.6364	0.3720	0.2724	-0.5903	- 5.91			

TABLE 5.3

CALCULATION TEST OF HOMOGENEITY ANALYSIS OF COVARIANCE WITH MULTIPLE COVARIATES[a] AND ALL GROUPS[b]

Source	Variable 3 (Smoking of Belonging)											
	One-Treatment Analysis						Main-Treatment Analysis					
	df	SS	Sum-Squares (Real)	Sum-Squares (Adjusted)	Adj df	Mean-Squares	df	SS	Sum-Squares (Real)	Sum-Squares (Adjusted)	Adj df	Mean-Squares
Treatment (Between)	2	3.0027					2	125.2943				
Error (Within)	101	2031.1371	147.8492	1605.4575	100	16.4758	105	1347.1244	928.2942	671.7323	170	3.7759
Treatment + Error (Total)	107	2134.1398	149.1499	1607.3605	102		107	1468.3398	970.8751	813.3736	105	
Difference for Testing Adjusted Treatment Means			1.3743	2	.7403					137.6234	2	68.8117
F (2, 100) = .055							F (2, 170) = 18.228					

[a]Multiple covariates: age, achievement (reading and achievement), and, and post-treatment scores of multivariate response

[b]Treatment groups: 1 (experimental), 2 (quasi-experimental), 3 (control)

TABLE

MEANS, STANDARD ERRORS, DIFFERENCES, ANALYSIS OF DATA, AGE 4 NATIVE

Group Treatment Pairing	Treatment Mean		Adjusted Mean		95 Adjusted Mean		Adjusted Mean Difference	Percent of Cases	Main-Treatments 3 Battery (Between)		
	Pre-	Post-	Pre-	Post-	Pre-	Post-			Groups 1 and 2	Groups 2 and 3	Groups 1 and 3
1	10.3115	12.4721	10.4286	11.7616	0.4178	0.2338	1.2710	17.87	1.219	4.3244	4.3244
2	10.2343	11.4545	10.3576	11.0852	0.4227	0.2478	1.7324	14.79	Experimental Significance: * = .05 level of confidence ** = .01 level of confidence		
3	10.5112	10.7531	10.4243	10.5851	0.4239	0.2481	.2485	1.34			

Table 5.4

CALCULATION TEST OF HYPOTHESIS ANALYSIS OF COVARIANCE WITH MULTIPLE COVARIATES[a] FOR ALL COUNTS[b]

Source	Total Corrected Adjustment										
	Sum-Treatment Variate						Sum-Treatment Variate				
	df	SS	Sum-Squares (Sum)	Sum-Squares (Means)	Adj df	Mean-Square	df	SS	Sum-Squares (Sum)	Sum-Squares (Means)	Adj df	Mean-Square
Treatment (Corrected)	3	280.8242					3	5421.3994				
Error (Residual)	180	40781.2850	1542.8444	30442.4429	178	218.4494	180	42847.4332	30241.9167	29125.5364	178	112.4250
Treatment + Error (Total)	187	40781.1094	1546.7360	30351.2734	180		187	44669.8125	30777.2422	27901.9753	181	
Difference for Testing Adjusted Treatment Means			242.8267	3	125.4448					1767.1318	3	5891.7175
F (3, 180) = .997							F (3, 178) = 54.541					

[a]Multiple covariates: age, attainment (reading and arithmetic), sex, and pre-treatment score on self-concept components

[b]Treatment groups: 1 (experimental), 2 (conventional), 3 (control)

Table 5.4a

ADJUSTED, STANDARD ERROR, DIFFERENCE, TESTING OF DATA, AND A MATRIX

Group Treatment Pairing	Treatment Mean		Adjusted Mean		SE Adjusted Mean		Adjusted Mean Difference	Percentage of Cases	Sum-Treatment x Matrix (Between)		
	Pre-	Post-	Pre-	Post-	Pre-	Post-			Groups 1 and 2	Groups 2 and 3	Groups 1 and 3
1	51.7177	44.8150	51.3948	44.3659	1.8901	1.5439	17.4761	35.21	1.7144	1.3544	6.1744
2	50.8363	50.2079	50.9237	50.8467	1.8726	1.3537	8.7139	34.93	Statistical Significance: $\alpha = .01$ level of confidence $\alpha\alpha = .01$ level of confidence		
3	51.8994	54.8381	53.7223	53.3364	1.8769	1.3344	-8.4438	- 0.87			

TABLE 6.1

COVARIANCE TEST OF HOMOGENEITY ANALYSIS OF COVARIANCE WITH MULTIPLE COVARIATES[a] FOR ALL GROUPS[b]

Source	Variable 1 (Control Standards)											
	Non-Treatment Analysis						Post-Treatment Analysis					
	DF	MS	Sum-Squares (Due)	Sum-Squares (About)	Adj DF	Mean-Square	DF	MS	Sum-Squares (Due)	Sum-Squares (About)	Adj DF	Mean-Square
Treatment (Between)	2	1138.5859					2	171.6147				
Error (Within)	185	4353.3452	131.7180	4830.4377	180	22.3369	189	1341.4451	162.9174	1233.5177	179	6.8857
Treatment + Error (Total)	187	4475.8513	363.9075	4355.9434	182		187	1367.0788	121.3543	1445.7753	181	
Difference due Taking Adjusted Treatment Means				85.3943	2	42.6532				211.2176	2	106.6139
F (2, 180) = 1.910							F (2, 179) = 15.48[c]					

[a]Multiple covariates: age, achievement (reading and mathematics), sex, and post-treatment scores of self-concept inventory

[b]Treatment groups: 1 (mainstreamed), 2 (semi-structured), 3 (control)

TABLE 6.1a

MEANS, STANDARD ERROR, DIFFERENCE, PERCENT OF GAIN, AND t RATIOS

Group Treatment Method	Treatment Mean		Adjusted Mean		95 Adjusted Mean		Adjusted Mean Difference	Percent of Gain	Post-Treatment t Ratios (Between)		
	Pre-	Post-	Pre-	Post-	Pre-	Post-			Groups 1 and 2	Groups 2 and 3	Groups 1 and 3
1	9.9189	12.4298	10.0373	12.4389	0.4101	0.3403	2.4016	31.38	4.35**	1.21	5.55**
2	10.0328	10.0199	10.0473	10.0526	0.4026	0.3344	-0.0157	- 0.24	Statistical Significance: * = 0.5 level of confidence ** = 0.1 level of confidence		
3	11.3437	10.2168	11.7138	10.0777	0.4036	0.3371	-1.6362	-16.23			

Table 4.2

CALIFORNIA TEST OF PERSONALITY ANALYSIS OF COVARIANCE WITH MULTIPLE COVARIATES[a] FOR ALL GROUPS[b]

Source	Variable 2 (Dental Skills)											
	Pre-Treatment Analysis						Post-Treatment Analysis					
	DF	SS	Sum-Squares (Bias)	Sum-Squares (Adjust)	Adj DF	Mean-Squares	DF	SS	Sum-Squares (Bias)	Sum-Squares (Adjust)	Adj DF	Mean-Squares
Treatment (Treatment)	2	2.6282					2	114.7786				
Error (Within)	183	1135.0103	144.9331	988.0771	180	5.4891	180	111.1174	361.1399	806.1678	179	4.5145
Treatment + Error (Total)	187	1137.6384	148.3264	989.1110	182		182	1226.1994	270.0841	1051.0123	181	
Difference for Testing Adjusted Treatment Means				1.0339	2	.5170				141.8945	2	121.1272
F (2, 180) = .094							F (2, 179) = 26.891					

[a]Multiple covariates: age, achievement (reading and arithmetic), sex, and pre-treatment scores of self-concept inventory

[b]Treatment groups: 1 (experimental), 2 (conventional), 3 (control)

Table 4.3a

MEANS, STANDARD ERRORS, DIFFERENCES, PERCENT OF GAIN, AND t RATIOS

Group Treatment Number	Treatment Mean		Adjusted Mean		SE Adjusted Mean		Adjusted Mean Difference	Percent of Gain	Post-Treatment t Ratios (Variance)		
	Pre-	Post-	Pre-	Post-	Pre-	Post-			Groups 1 and 3	Groups 2 and 3	Groups 1 and 2
1	9.2158	11.3569	9.3178	11.8302	0.3034	0.2743	2.0324	20.39	4.5844	1.2844	3.2244
2	9.4762	10.2222	9.5111	10.1727	0.2987	0.2718	0.6616	6.64	Statistical Significance: 0 = .05 level of confidence .00 = .01 level of confidence		
3	9.5136	9.9625	9.3647	8.9918	0.2991	0.2714	-0.3729	- 4.24			

Table 5.11

Multivariate Wald test for interaction between [illegible] and [illegible]

Source	Numerator			Denominator				
	df	F	Mean Square	Mean Square	η²ₚ	Sig.		
[illegible]	1	10.814						
[illegible]	2.0	2.836	2.411	1.703	1.416	.248		
[illegible]	2.0	4.871	4.142	1.703	2.432	.094		
[illegible]							1.703	1.000
[illegible]	1.0	1.000	1.703	1.703				

[illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible]

Table 5.12

Model, Variable Label, Coefficient, Standard Error, and [illegible]

Group	Parameter		Estimate		95% Confidence Interval		Correlation	Variance	Eigenvalues		
	Param	Param	Est	Param	Par	Param			[illegible]	[illegible]	[illegible]
1	1.000	0.000	1.000	1.000	0.000	0.000	0.000	0.00	1.000	1.000	1.000
2	1.000	1.000	1.000	1.000	0.000	0.000	0.000	0.00	[illegible]		
3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00			

TABLE 4.3

MULTIVARIATE TEST OF NORMALITY ANALYSIS OF COVARIANCE WITH MULTIPLE COVARIATES[a] FOR ALL GROUPS[b]

Source	Variable 5 (School Relationship)											
	Non-Treatment Analysis						Post-Treatment Analysis					
	df	SS	Sum-Squares (Exp.)	Sum-Squares (Contr.)	Adj. df	Mean-Squares	df	SS	Sum-Squares (Exp.)	Sum-Squares (Contr.)	Adj. df	Mean-Squares
Treatment (Covariate)	1	15.4259					1	169.2341				
Error (Residual)	197	1983.2788	65.2695	1461.8979	195	8.1319	195	1215.7729	289.2536	1564.2199	179	8.7207
Treatment + Error (Total)	197	1953.3911	65.2695	1476.3438	197		197	2031.5269	317.6063	1884.8703	181	
Difference for Testing Adjusted Treatment Means			14.3967	2	12.5936				240.6093	240.6393	2	135.1256
F (1, 195) = 1.898							F (1, 179) = 15.772					

[a]Criteria covariates: sex, achievement (reading and mathematics), pre, and post-treatment scores of self-concept completed

[b]Treatment groups: 1 (Experimental), 2 (Experimental), 3 (Control)

TABLE 4.3a

MEANS, STANDARD ERRORS, DIFFERENCES, PERCENT OF GAIN, AND t RATIOS

Group Treatment Status	Treatment Mean		Adjusted Mean		95 Adjusted Mean		Adjusted Mean Difference	Percent of Gain	Post-Treatment t Ratios (Reference)		
	(Pre)	(Post)	(Pre)	(Post)	(Pre)	(Post)			(Groups 1 and 3	(Groups 2 and 3	(Groups 1 and 2
1	1.1613	11.4845	1.1588	11.4882	0.1679	0.3821	3.8711	23.36	1.48	3.71**	5.17**
2	0.8130	10.1270	7.9478	10.3948	0.1634	0.3736	3.3382	22.36	Statistical Significance: * = .05 level of confidence ** = .01 level of confidence		
3	0.7931	6.8438	0.7994	6.8763	0.1648	0.3766	+0.4729	- 3.31			

TABLE X.X

CALIFORNIA TEST OF PERSONALITY ANALYSIS OF COVARIANCE WITH MULTIPLE COVARIATES[a] FOR ALL GROUPS[b]

Source	Total Social Adjustment											
	Non-Treatment Analysis						Main-Treatment Analysis					
	df	SS	Sum-Squares (Due)	Sum-Squares (Above)	Adj df	Mean-Square	df	SS	Sum-Squares (Due)	Sum-Squares (Above)	Adj df	Mean-Square
Treatment (Between)	2	134.8594					2	4367.4172				
Error (Within)	181	3471.3908	3490.7391	35981.7422	180	199.8781	183	31791.5293	8872.0316	13918.3586	179	138.3239
Treatment + Error (Total)	187	35423.2344	3538.3982	37561.6562	182		187	36158.9375	7767.6422	18368.2559	181	
Difference for Testing Adjusted Treatment Means				81.8189	2	41.4095				7432.8073	2	3716.4037
F (2, 180) = .277							F (2, 179) = 25.154					

[a]Multiple covariates: age, achievement (reading and arithmetic), sex, and pre-treatment scores of self-concept responses

[b]Treatment groups: 1 (experimental), 2 (conventional), 3 (control)

TABLE X.Xa

MEANS, STANDARD ERRORS, DIFFERENCES, PERCENT OF GAIN, AND t RATIOS

Group Treatment Pairing	Treatment Mean		Adjusted Mean		SE Adjusted Mean		Adjusted Mean Difference	Percent of Gain	Main-Treatment t Ratios (Between)		
	Pre-	Post-	Pre-,	Post-	Pre-	Post-			Groups 1 and 2	Groups 1 and 3	Groups 2 and 3
1	33.2050	69.7377	33.3869	70.4458	1.1804	1.4613	17.0787	34.23	5.23**	3.25*	1.18**
2	33.8363	54.2367	33.3464	58.7357	1.2411	1.4429	5.8653	9.99	Horizontal Significance: * = .01 level of confidence ** = .01 level of confidence		
3	33.1875	55.8533	34.0961	55.8664	1.2635	1.4464	0.0803	.14			

TABLE 7

CALCULATION TEST OF PERSONALITY ANALYSIS OF COVARIANCE WITH MULTIPLE COVARIATES[a] FOR ALL GROUPS[b]

Source	Total Adjustment											
	Pre-Treatment Analysis						Post-Treatment Analysis					
	df	SS	Sum-Squares (Raw)	Sum-Squares (Adjusted)	Adj. df	Mean-Squares	df	SS	Sum-Squares (Raw)	Sum-Squares (Adjusted)	Adj. df	Mean-Squares
Treatment (Between)	2	673.1979					2	25234.3438				
Error (Within)	105	114368.6875	8021.6830	106327.8914	103	991.7574	105	123417.2344	68381.1109	66891.7891	179	364.2832
Treatment + Error (Total)	107	115321.8750	8021.6825	106999.6229	102		107	148598.5438	66681.6772	96292.8047	181	
Difference for Testing Adjusted Treatment Means				673.6180	2	335.7988				30136.8750	2	15054.4360
F (2, 103) = .338							F (2, 179) = 41.778					

[a]Multiple covariates: age, achievement (reading and mathematics), sex, and pre-treatment scores on self-esteem components

[b]Treatment groups: 1 (unreinforced), 2 (unreinforced), 3 (control)

TABLE 7a

MEANS, STANDARD ERRORS, STANDARDS, PERCENT OF GAIN, AND t RATIOS

Group Treatment Number	Treatment Mean		Adjusted Mean		SE Adjusted Mean		Adjusted Mean Difference	Percent of Gain	Post-Treatment t Ratios (Obtained)		
	Pre-	Post-	Pre-	Post-	Pre-	Post-			Groups 1 and 2	Groups 2 and 3	Groups 1 and 3
1	151.2787	138.7549	151.7664	139.3496	5.1376	3.4853	10.2039	89.14	1.32ns	1.32ns	9.22**
2	156.2552	128.4286	154.3441	128.7758	5.0995	3.4325	58.8757	115.80	Statistical Significance: * = .05 level of confidence ** = .01 level of confidence		
3	156.9844	132.9531	156.5168	134.4227	5.1835	3.4349	- 6.0461	- .06			

APPENDIX B

A GUIDE FOR PUPIL PERSONNEL SPECIALISTS

(Counseling Teams)

APPENDIX B

A GUIDE FOR PUPIL PERSONNEL SPECIALISTS

By

Frances White Duchee

Project Statement

Published reports of city-wide achievement in reading and mathematics as measured by the Sequential Tests of Educational Progress administered in the Spring of 1969 show that pupils from the five schools participating in this project are near the bottom of the list of the city's thirty junior high schools. One of the assumptions in this study is that most children who experience such difficulties do so because they lack confidence in their ability to read and do number work. It is further assumed that continued low achievement feeds the child's concept of low self-esteem with its attendant manifestations of various forms of personal and social maladjustment. The effort in this study will be to reverse the aforementioned cycle leading deeper into maladjustment by counseling with the parents

of the children so afflicted so as to reach them indirectly.

The counseling approach referred to will be in direct opposition to the widely-held notion that a one-to-one relationship between pupil and pupil personnel specialist is required in order to effect meaningful change in certain learning related behaviors (Shaw, NASSP Journal, 1968). Though educators are wont to say that counseling is for every child, every pupil personnel specialist, especially the school counselor, knows that engaging in a series of meaningful, in-depth, one-to-one conferences and follow-up sessions with every child is quite impossible to accomplish in secondary school what with counselor-counselee ratios often running to 350:1 and more.

Everyone involved in this experiment, pupil-personnel specialists as well as parents, will operate on the assumption that guidance and counseling is not only the "just due" of every child, but that it is possible to reach every child through significant intermediaries who have a responsibility for shaping the educational environment of the child. Because the intention here is for each intermediary or significant adult ("significant other") to provide the much sought after one-to-one relationship by transmitting to his or her child what is learned in the group discussions and counseling

assistant, the element of instruction also enters the process.

There will be two counseling teams made up of professionals who bring varied backgrounds as former teachers of English and reading, social studies, science, mathematics, and fine arts; as counselors; as clinicians skilled in using their subject areas (reading, in this case) for therapeutic purposes; and as educational specialists and supervisors. Counselors are the regular seventh grade counselors from the participating schools; the resident clinicians are teachers of inner-city reading teachers and teacher corps interns who are the educational specialists in mathematics and childhood learning difficulties. The latter two are within major in the area or employed at one of the area elementary schools. The one whose entire life was spent in the area prior to her going to college is presently a program developer for the National Educational Television production, "Sesame Street," the Washington office.

The aims and objectives, the time allotment, the overall policy, methodology, and content, the objectives--program, intermediate and terminal are identical and will be stated for general use to be followed by both teams. A specific statement has been prepared for each team to follow with regard to the procedure it should follow in its

development of process and certain secondary objectives.

Aims and Objectives

I. Aims

A. General

Through the indirect focus of counseling with parents in a community school setting, the goal is to enable them to understand how to recognize the existence of and deal with those problems of personal and social adjustment in their children which are directly related to the development and enhancement of self-esteem and self-worth (the self-concept).

B. Specific

1. To help parents understand self-concept and the important relationship it bears on the complete developmental cycle through which a human being passes in general and on childhood and early adolescence problems of personal, social, and school adjustment in particular;

2. To give parents an appreciation of the systematic implications concerning the quality of previously unidentified individual adjustments as revealed in synthesized reports of their children's responses on the Tennessee Self-

Concept Scale (TSCS) and the California Test of Personality (CTP);

3. To promote group situations which provide for a maximum opportunity for free interchange and parental participation in activity as well as discussions; and

4. To demonstrate a model for community school guidance services for significant others which could conceivably add a new dimension to case program guidance services.

II. Objectives

The objective is to provide a forum which has access to every kind of community resource available in the District of Columbia, and where parents will want to gather for the purpose of collectively devising means of helping their children attain such nontraditional academic goals as positive self-concept, ego-development, honest values, attitudes, and aspirations, citizenship--even the "freedom to be like everybody else (Churchman, 1968)"--and other important aspects of personal growth.

III. Program Elements

A. Location

The sessions will be held at the Truesdell Extended

Bay Community School with the participants representing their children who attend Hamilton, Langley, Shaw, Stuart, and Terrell Junior High Schools.

B. Projected Duration

1. Total program . . . . . 20 weeks

2. Division of activities

a. Recruitment of personnel to carry on the experiments of participants (parents and youth); orientation sessions and planning conferences with staff; assembling of supplies and materials; administering pre- and post-tests; and collecting of materials and data from staff . . . 7 weeks

b. Once a week group sessions of two and one-half hours each with parents . . . . . 13 weeks

C. Characteristics of the Participants and Subjects

Participants.--The participants (significant others) are the parents (one to a family) of the inner-city seventh grade youth (the subjects) who are to be counseled by means of the indirect focus in counseling known as "counseling with significant others." They will be separated into three groups by simple random selection with equal probability. The groups will be maintained and entertained (experimental) and control.

Subjects.--The subjects are 198 youth at the

first level of secondary education (grade 7) whose mean reading and mathematics scores (ITBS) are at the lower quartile (June 1969) for grade 6.9. Using these scores to assess school achievement, one would have to rate achievement as "low."

Inspection of their pretreatment TSCS profiles reveal that the subjects, when compared with groups that are categorized either as norm, psychiatric patient, juvenile offender, and high in personality integration, demonstrate characteristics of personality and mental health that are more nearly like those of the juvenile first offenders and the psychiatric patients. When compared with the TSCS norm group, the self-concept scores of these two latter groups were rated as low. In the absence of local norms, and since the TSCS profiles of the subjects show them to be as stated above, their self-concept scores must be rated as "low."

Examination of both the achievement and self-concept scores of the subjects reveals that they appear to follow a pattern of low reading and mathematics performance plus low self-concept.

Initial findings on a second personality scale,

the California Test of Personality (CTP), reveal that in no instance of either personal or social adjustment does the score of either of the three groups move to a point outside of or greater than the 20th percentile. This means that the scores of the subjects in this experiment are lower than the scores of eighty percent of the examinees in the standardization group in total adjustment components such as, Sense of Personal Worth, Feeling of Belonging, Social Skills, and Family Relations. They are lower than 80 percent of the examinees in the standardization group in Self-Reliance, Social Standards, Anti-Social Tendencies, and School Relations. Because the foregoing self-concept related components of personal and social adjustment are so clearly delineated in the CTP, and since there is an alternate form of the CTP, useful for time sampling, it will be used to measure pretest-posttest gains in awareness of the self-concept related components of personal and social adjustment.

b. Personal Involvements

1. Counselling Hours

a. Group 1 (Experimental)

Presiding Officials = Miss Phyllis Bond

Administrative Officials
Specialists = Mrs. Dennis F. Hayward
Editorials Mrs. Florence F. Hayes

Technical Training Officials
Specialist = Mrs. Sophie Dorothea

Examiners = Section A-Mrs. Elizabeth F. Gray
B- Mr. Eugene B. Griffin
C- Mrs. Ethel B. Hutchins

b. Class I Engineering

Presiding Officials = Mrs. Catherine Phillips

Administrative Officials
Specialists = Mrs. Sheila B. Campbell

Technical Training Officials
Specialists = Miss Estelle L. Holmes

Examiners = Section A- Mr. Eugene F. Hayes
B-
Mrs. Johnnie B. Hilton
C-Mrs. Florence T. Hayes

3. Water Transport Bank

a. Board of Directors, Port Responsibilities

Mrs. Martha Hayes
Board 1, Direction and Board

Mrs. Marion Hughes
Board 2, Direction and Training

Mrs. Vera B. Thornton
Board 3, Other and Research

b. Administrative Staff

Mr. Nicholas F. Hanley, Jr.
Miss Superintendent of Schools

Mrs. Veronica F. Dalbke
Principal Geographer, Department
of Forest Science, Continuing Education,
and Urban Services Group

Mr. Steven R. Shelby, Jr.
Principal Superintendent, Department
of Sustainable Education

Ms. Valerie E. Gold
Engineering Sciences, Special Programs,
Department of Sustainable Education

Mrs. Dana R. Stevens
Engineering Sciences, Urban Extension

Mrs. Frances M. Hardin
Horticulture Supervisor, Library Services

A. Department of Public Environmental Relations

Mr. Mathematical E. Hill
Urban Engineering, Electronic Services

Mr. Harold F. Sherman
Water pollutant investigations

Mrs. Alicia Garcia
Urban Natural Coastal Studies

Mr. Robert E. Plant
Director, Department of Public Environment

Mrs. Phyllis R. Stone
Horticulture Associate, Public Environment

Mr. Jason E. Parkin
Mathematical Biostatistics

Mr. Charles E. Lee
Mathematical Biostatistics Aide, Public Environment

A. Optometry and Ethics Professor of Horticultural
Studies Field Office

Mr. Clarence F. Archibald — Associate

Rev. Norman L. Murray - Langley

Mr. Perry L. Ellis, Jr. - Shaw

Mr. Charles E. Watson - Fraser

Mr. Sterling M. Nevitsmire - Worrell

Rev. Franklin L. Thomas, Second Nurse - Worrell

4. Department and Community Personnel

Sergeant Leonard A. Weldon
Homicide Division, Metropolitan Police Department

Miss Alice Fish
D.C. Public Health Service, Communicable Diseases

The Fourth-City Community Corporation staff for Southwest 1 Redevelopment Area

III. Facilities, Supplies and Materials Required and Recommended

A. Facilities (and Services)

1. The Worrell Extended Day Community School building, including the auditorium, community room, library, cooking and workmanship laboratories and adjoining classrooms; the home economics suite, the art, typing, and science rooms; the gymnasium, basketball courts, and playground to be used for parents and children.

2. Child care for parents participating in the experiment.

3. Films, movie, and guitar lessons.

B. Equipment

1. Two film projectors, 16 mm.

2. Two slide projectors, 35 mm.

3. Two record players.

4. Eight tape recorders (six cassettes, two reel-to-reel).

5. Two opaque or overhead projectors.

6. Two 100-cap coffee makers.

C. Supplies and materials

1. Personnel Self-Concept Scales, Counseling and Research Form and answer sheets, 225 copies of each.

2. California Test of Personality booklets and answer sheets, 225 copies of each.

3. California Test of Personality profiles, 225 copies of each.

4. Psychology books, reference books, workbooks, pamphlets.

5. School letterhead, envelopes, bond, manifold, carbon disc masters, mimeograph paper, stencils, and miscellaneous.

6. Phonograph records.

7. Reel-to-reel tapes.

8. Stapling or acquaintance.

D. Cost to participants

The cost to participants will be only those expenses which they themselves might wish to incur. Partial-to-general reimbursement will be furnished for those who request it as well as all other educational supplies, materials, and equipment.

General Method

After having sent out the first invitations to parents in November, 1969, by the 1900 seventh grade youngsters, and receiving just under 100 acceptances by the beginning of the Christmas holidays, this writer decided to form a pilot group from the parents who had responded. Accordingly, they were invited to attend such a meeting which was held on January 28, 1970. Sixty-three parents attended and engaged in a lively session with the Board of Education representatives from Ward 2, the educational specialists from the three adjacent Neighborhood Planning Councils, the counseling team, the community school staff, and the coordinator. The sessions between parents and the aforementioned personnel people and staff provided each group (parents, educators, community workers) with a great deal of insight into the attitudes and feelings of the others and into ways and means of assisting the parents of the seventh grade youth from the five schools. For example, one father wanted to know, "Are your counselors going to see a list of big words so you they going to talk to us the understand them?" This question generated a fair amount of discussion. The parents were clearly indicating that they were interested as long as they could be sure of understanding their son in the company of

participation. As previously indicated, various reasons for thinking they might not be able to attend were heard, and assurances were given to parents that the positions which they agreed to present would be rotated. With these assurances, parents began to plan.

Telephone helpline were formed, a letter went to a local television station and received assistance in writing a message to the parents of seventh grade youth in the five participating schools. The message was telecast at different times of the day and night for one week encouraging the experiment. The need & point of discussion centered this action to appear on her television show with the assistant superintendent for secondary education along with a junior high student. This group completed a panel which discussed the important positions occupied by parents in shaping and maintaining an educational environment for their children in association with the school. The panel discussed the contribution that could be made by children services through informed parents serving as intermediaries. The combined efforts of the pilot group of parents with their helpline helpers, the broad coverage by the press as well as radio and television, and finally, the sending of the second invitation by mail with a self-addressed

postage-guaranteed envelope enclosed for returning the acknowledgement form brought an entirely different response from parents. The details of the random assignment of parents to groups appear in the body of the dissertation in Chapter IV. The information which follows is provided in keeping with the original intent of this section which was to provide a guide for small personnel specialists working in this project.

Each experimental or locale group (treatment or treatments) will contain sixty-six parents. The focus will be on helping parents identify the existence of maladjustment that might be caused by the frustrations experienced by children to learn such as, the mentally-incapable who is being pressured unduly to be a learner via verbal symbols and abstract ideas, or vice-versa. Once identified, the large-group counseling team will work with parents to:

1. give them approaches to reading and study techniques which they can share with their children;
2. provide reading materials for parents which they can share with their children that are designed to increase mental fitness as well as an awareness of a variety of acceptable means of working through emotional, anti-social tendencies, feelings of inferiority, and the like;

3. devise meaningful computational experiences involved with everyday living which will enable parents to use the mathematical principles which seventh grade youth are currently learning in school as a means of communicating with their children; such as helping understand how to discuss and apply a problem involving decimals, percentages, interest, and the like;

4. helping parents recognize the possible existence of certain physical conditions which, if detected for medical attention could be remedial so that the child would progress up to his learning capacity. Some of these physical conditions might be impaired hearing or limited vision.

The large group sessions will provide counselors with ample opportunity to get acquainted, on an in-depth level, with the parents in their small discussion groups. The personal intimacy of the small groups will provide counselors with a deeper insight into the causes of a parent's behavior in relation to his child's problems. Considering the knowledge gained of parents and their children in the discussion groups, counselors will be better able to assist into meaningful communicating relationships with parents so help them change their behavior so the seed which indicate is safer to assist the situation in changing that of their children.

Each group, the large groups will alternate meeting places (monmouth or the school) only two are fully equipped reading laboratory and one mathematics laboratory. When possible these interest groups around their principals and based experiences, they will naturally subdivide into groups accordingly. The small discussion groups will meet in their assigned rooms every week following each large-group session.

When there is no special lectures, meeting periods, assembly, or meeting of special interest groups, the weekly workshop sessions will look from 7:00 to 9:30 P.M., with each discussion lasting for one hour and five minutes. If there is a special event, the large groups session time will be used as well as extended, if necessary. However, there will always be a small group discussions at each meeting. When excessive periods are scheduled, they will spend thirty-five minutes with each large group interested, alternatively, back-to-back. In some instances, there will be two sessions people who will exchange places with each other. In other instances, while the sessions periods is with one group, the other group will go on with the assigned activity. That group, however, will be prepared to carried activity when the sessions periods sessions. When there is no

special exception with substantial food provided in lieu of dinner. There will always be two coffee urns with hot water for tea or coffee as well as cookies or pastries in the hall announced to the meeting rooms.

Between sessions, counseling team members or parents may submit materials to the community school office to be typed, dittoed, or mimeographed. They also may submit their requests for supplies and audiovisual equipment as listed under Facilities, Supplies, Materials, Equipment, and Discussions. While read-to-read tapes as well as cassette tapes will be available for taping an entire session, and may be retained for a time, the shortage of tapes is such that it will be necessary to erase and reuse a tape, from time to time.

Although more than one of most of the films are purchased through the facilities of both the S.F. public schools and public library film libraries, there may be occasions when only one copy of a film is available that both groups might wish to use. When this happens, the films will be given to each group back-to-back. Because of the nature of the system for requesting and obtaining films from the two sources mentioned above, the films listed in the sessions will be ordered in duplicate and made available

each week in advance. If groups wish to exchange the children and swing other days, they should make an appropriate form two days or two weeks in advance. This enables the coordinator to oversee them as well as to view them and discuss them with the team desiring to use them.

The first session will actually consist of "mother conferences." Each parent will be telephoned or contacted in his home by his small-group counselor. These personal contacts between counselor and parent are a follow-up of the letters which were sent earlier to every parent who permitted to participate. In his letter, each parent was given the time and letter symbol (A, B, or C) of his personal counselor and small discussion group. Each parent was instructed as to how to make himself known to his personal counselor on the evening of registration. Parents were advised that their personal counselors would contact them either by telephone or home visit. The contacts actually will amount to information duplicate which counselors will exchange whether or not parents will need transportation, babysitting services (exchanges are also available). Small children must be taken charged and should be at least five years of age. Milk and cookies will be provided for them along with their play activities.)

attended by community school staff will be detailed as needed to provide the aforementioned services.

Beginning at 4:00 P.M., an exploration program (exercise station card), parents will be registered by their escorts and presented with name tags containing their teams and small group room numbers. These personal connections will be crucial in identifying name tags also. Three of the stations will assist with exploration and the other three will assist with other details. A basketball trash throw attendant will be waiting to take the small children to a play area in the state's gymnasium while older children will be able to choose between passive stations, art, typing, basketball, table games, and tattooing. In each case, either an attendant at the location of the activity will be in the registration area to receive the children.

After registration, parents will be directed to the community room where they will be received by this writer (the coordinator), the board of directors representative (see Step 1, in which two of the participating schools are located), the principal of the host school, and the other three stations.

At 5:00 P.M., researchers will accept their response small groups to the designated laboratory locations as

refreshments where they will remain until 8:45. Each group will view two motion pictures and be involved in questions and answers following a panel discussion aimed at setting the tone for and discussing the real purposes of this experiment, the gains hoped for, and the specific contribution that can be made to its success by the counseling and the built-in learning experiences provided. Included in the discussion will be a brief statement to parents advising them that they will be taking the same self-concept scales their children took--not to be scored, but to be compared, by them, with their children's scores on the corresponding scale.

When the large experimental groups subdivide into the three smaller groups and go to their individual rooms, the clinicians from each group will remain in their respective rooms to make anecdotal or other notes about the large group session and to plan for the coming week or weeks. The coordinator will spend a part of each session observing each large group, a part of each session observing each small group, and a part of each session with each group of clinicians after they have returned their large groups.

The three subdivisions of each large group will contain twenty-five parents each. When these groups meet

separately, the ground rules for the structured group will be discussed with them by their counselors. The three smaller subdivisions of the unstructured group will make their own separate ground rules. After these are understood, the subdivisions of twenty-two will proceed to arrange themselves in smaller discussion groups. Counselors will move between or among their smaller groups seeking patterns, generalizations, and conceptualizations in the parents' discussions and questions. The role model exercises in which parents will participate in their counselor-led groups will be another source of this kind of revelation for counselors as well as the parents themselves. It is expected that these activities along with growing knowledge of their children's adjustment problems will provide ample material for developing action projects. In this regard, process assumes great importance since content is known.

At session number three, counselors will meet their small groups together in the appropriate four-group session room. Forms will administer the TSCC and the CBI, with members of the teams taking turns in reading the questions in order to save time as well as to ease embarrassment of parent who may not read very well. Counselors will assist their counselees whenever needed. Parents' answer sheets

will not be entered. Instead, they will undo with their children's unacceptable behavior when they remember with them of their children. The multi-system evaluation sections of the child and family assessment will be used to facilitate the process by providing their children's perspective and discussing the implications of the test results.

In the sessions, Jorge and Anali together will find their concern and subject matter in the fashion which are most likely to be inappropriate that the consideration of parenting satisfactorily in the materials. Where this is the case interpersonal [illegible] issues [illegible].

Discussion of Environmental Problems

A. Authority Figure Participation. Interpersonal Relationship Problems.--Where problems of behavior arise out the individual of a disadvantage in his address to apply the actions he address. Multi-model sessions may also involve an alternative view.

B. Discussion Topics and Materials.--Where use be assessed they can be highly selected in the past and present questions. In parents with about an interaction their experiences, individuality as well in the small groups, examination issues will make the kind of serious involvement developed by these as assembly.

C. Multimodal Environmental Problems.--The assessment

[illegible] in an investment [illegible] in monitoring [illegible] multi-[illegible] of environments [illegible] [illegible] [illegible]

which, he or she should augment assistance from the more experienced of children and the school psychologist whose house appear on the house drawings test. Those people are particularly [illegible] of the participating schools and are available to be called upon at the slightest indication of need.

Researchers seeks will endeavor to taxonomize the qualities described in Gardner's (1983) five developmental goals which represent desirable characterization of the well intellectual personality. They follow:

Gardner's Five Developmental Goals

1. Disciplined.--This quality denotes a well interpreted sense of personal identity that gives direction and unity to behaviors.

2. Synthesized.--Synthesized implies an ability to discipline's self to consider problems, and an accurate, multi-interpreting values that give meaning and purpose to one's life, what personalities has been "existential decision."

3. Ethical.--This quality matches one to be effective in coping with insecurities, ambiguity, and hostility.

4. Disciplined.--This quality enables one to master his environment without the threat of the personalities available to him.

5. Counseling.--This service would evaluate a person emotionally and intellectually in relation to his environment and disadvantages. Along with their personal counselor, home workers will explain consultant suggestions found in the file (count figure 23-17), with information and the aims and methods which have proven effective in achieving the client and role model. They should therefore feel informed information in a form that is comprehensively perceiving and meaningful to the parents.

Home Health Education

The nine types of services home which consultant will be able to offer for and with parents were adapted from Wright, et al. (see 1969), as follows:

1. Counseling on Family Relationships.--This service is designed to provide the services for interaction interpersonal involvement among parents and issues involving their children.

2. Medical Facilities.--This service consists of the existing situations that have occurred in the various homes parents and their children. Questions of these will consult consultation as well as difficulties of parental problems and concerns.

b. [illegible]—This is characterized by a permanent behavioral deficit that the purpose of exploitation for personal material tyrone of juvenile behaviour based on economic disorders, a fear increment, presence with liaison to a legal personality status circumstantial inconsistencies of an incident, one of which, according to the declaration is more alike than its others. Economic support circumstances permit they choose the right one. In such cases, persons in legal why a prison circumstance is right or wrong.

c. [illegible]—Others can consider the recidivist inevitable but they either prevent to assume guilt of his child in the circumstance that he knows or intent for he thinks his child should not.

d. [illegible]—As an extension of a personal incident or a situation, this decision tests a parent's suggestions as to how a situation might be handled or should be handled.

e. [illegible]—These are learned behaviors of any of the harassing exercises and use to alternatives of his handles a child who is sure by a parent to factor particularly incompetencies, positive, or difficult to deal with. The interpersonal description provides some decision upon the characteristic personality traits, values, and behaviors of the parent himself—each of which has developed from his particular outcomes and criticisms techniques, his

family traditions, social status, and the like.

5. [illegible]--These processes involve direction of movement and maintenance that is absolutely necessary for effective relationships between parent and child and which provide the energy with the basis for studying successful parent-child communications.

6. [illegible]--These sessions enable parents to analyze and complete their relationships with their children. When research data have been provided and when need especially, this discussion will enable parents to avoid misunderstood behaviors to overcome types of behaviors from their children.

7. [illegible]--Please fluid assignment is a social tool in the development of parent-child understanding as a parent researcher that the economic behind him child's behaviors. This assignment can be used to overcome the factors that may at work be present as well as child that an opposite a professional version of behaviors. This particular exercise should give consideration some important conditions into many of the socio-emotional determinants of the behaviors of insecurity guards.

The work workers in a disadvantaged setting observing the basics, the special reference that the work did work, related

Files which have been maintained and accessed in advance by the association in consultation with the staff and visiting new women groups, and the names and titles of visiting overseas people. As stated in Chapter IV, persons are required to attend a minimum of nine sessions out of thirteen. These sessions are identified by a double asterisk. The selection of the required nine sessions is approved by the steering group who made on the basis of certain factors, the explanation of which will be found in the individual group procedures.

[illegible]

[illegible]	[illegible]	[illegible]

[illegible] [illegible]

- [illegible]
  [illegible] [illegible]
  [illegible]

- [illegible]
  [illegible]

- [illegible]
  [illegible]

[illegible] [illegible]

- [illegible]
  [illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]

[illegible]

- [illegible]

- [illegible]

- [illegible]

- [illegible]

[illegible]

Time + Date Month & Day	Activity	Time Allotment
[illegible]	[illegible] - A panel for each group members of communities known mediated by the visiting clinicians will set the tone for the project by discussing their sense of empowerment and giving parents an insight into how they might emulate Kenzo in different positions shown in their children. The moderator will elicit comments and questions from parents.	
	[illegible] [illegible]	
	[illegible] - [illegible]	
	Clinicians will demonstrate parents to talk about themselves and their children. They will supervise them as their learning sessions for the session next and will demonstrate to them how they should mark this and the answer sheets.	[illegible]
[illegible]	[illegible] the [illegible]	
	[illegible] - Working in the large groups.	[illegible]
	Each [illegible] will sit together. The [illegible] clinicians will [illegible] the	

Event = 2000 match & dig	Activity	Time allowance
Awards 20 (one^x2)	Both and CDV be present in each large group. The other allocations will alternate and need each providers to provide an order to cook time. Examiners will oversee as well as observe their small-group exchanges (powered). They will immediately intervene for alternations to safe-up prior to the next session.	
	Discussion: Small group -	8:30-9:30
	Activities check list handbooks and second objects, parents will be with their instructions to their small-group working areas. Examinees will discuss the list answer sheets at each child to the child's parent. Examinees will guide parents through completion the classification as well as difference between members of parent and child.	
Awards 10^x	NOTE: Use consecutive times & consecutive dig.	
	Parents' Large groups -	9:00-9:30
	The School psychologists will speak further about, handbook, with each large group discussion concerning implementation of task sheets, activities when to adjustment children at	

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible] [illegible] [illegible]

- [illegible]

- [illegible] [illegible]

[illegible] [illegible] [illegible]

- [illegible] [illegible]

- [illegible]

[illegible]

Time — [illegible] month & day	Activity	Time Allotment
April 3 [illegible]	[illegible]	
	"Blood pressures and Pulses to Learn"	(ES'ers) 30 min.
	"Why all Lives be Good"	(Mrs.) 25 min.
	"Before the 1st Lesson Time"	(Mr.) 10 min.
	"Written Problems"	(Both) 15 min.
	"Some Situations in Blood Problems"	(Mrs.) 10 min.
	"Why Be Good"	(ES'ers) 5 min.
	[illegible] - Small groups -	9:15-9:35
	Begin role-model development.	
April 4th	Topic: Self-control and emotional problems	
	[illegible] - Large groups -	9:00-9:45
	Selected films will be shown, but by these watchers[illegible] situations, persons will discuss reasons for excellent difficulties and some of the steps that Harvard persons might take to remedy difficulties and [illegible] practices.	
	"A Boy Without Manners"	(Mrs.) 15 min.
	"Manners Rule"	(Family) 15 min.
	"Have to Discuss"	(Mrs.) 10 min.
	"Boys Up with Your Problems"	(Mrs.) 20 min.
	[illegible] - Small groups -	9:15-9:35
	Continue role-model development.	

THIRTEEN-WEEK OUTLINE (continued)

Year - 1970 month & day	Activity	Time Allotment
April 16**	TOPIC: SELF-CONCEPT AND FAMILY RELATIONS	
	General: - Large groups -	7:00-8:05
	The two resource people will, each one, speak to a group at the same time either before or after film showings.	
	Resources: - The Nutritionist and Social Worker.	
	Related Films: "Better Breakfasts U.S.A." (2052) 11 min. "Your Family" (606) 10 min. "Fathers Go Away to Work: (1653) 10 min.	
	Discussion: - Small groups -	8:15-9:20
	Continue role-model development.	
April 23**	TOPIC: HOME AND SCHOOL	
	General: - Large groups -	7:00-8:05
	Large groups view films, discuss, and list their concerns to be presented to principals at the April 30 meeting and to Board of Education members at the last session.	

THIRTEEN-WEEK OUTLINE (continued)

Year - 1970 month & day	Activity	Time Allotment
April 23 (con't)	Related Films:	
	"Learning to Understand Children, I"	(295) 20 min.
	"School Rules and How They Help Us"	(677) 10 min.
	"Growing Up"	(691) 11 min.
	"Portrait of the Disadvantaged Child: Tom K."	(1716) 16 min.
	Discussion:	
	- Small groups -	8:15-9:20
	Small groups will continue with preparation for session with principals and Board members; they will continue to develop role-model exercises.	
April 30	TOPIC: SELF-CONCEPT, HOME, AND SCHOOL	
	General:	
	- Interest groups of parents form around the five junior high school principals.	7:00-8:30
	Resources:	
	- The five junior high school principals (see Human Resources Bank under Personnel Requirements.	
	Discussion:	
	- Small groups -	8:40-9:20
	Small groups will react to general discussion sessions with principals and continue to develop role-model exercises.	

THIRTEEN-WEEK OUTLINE (continued)

Year - 1970 month & day	Activity	Time Allotment
May 7**	TOPIC: SELF CONCEPT VERSUS INFLUENCES AND PRESSURES ON TODAY'S YOUTH	
	General:	
	- Back-to-back sessions.	7:00-9:20
	One resource person is with one group while one resource person is with the other group. They will exchange places after 70 minutes. Related films will be shown during the School Nurse's lecture.	
	Resources:	
	- The School Nurse and the Narcotics Division Officer of the Metropolitan Police Department.	
	Discussion:	
	- Small groups -	
	In the large groups, small groups will be asked to develop family conferences which they will demonstrate in their role-model exercises in subsequent sessions.	
	Related Films:	
	"Quarter-Million Teenagers" (1391)	16 min.
	"Parent to Child About Sex" (1884)	31 min.
	"Drug Abuses: Bennies and Goofballs" (1752)	20 min.
	"Cheating" (96)	10 min.
	"L S D" (1768)	27 min.

ANNOTATED RELATED FILMS

"Portrait of the Inner-City," 15 min., tchr ed.

A look at the community not only as a passerby might see it, but also from the viewpoint of young people who are growing up in this environment. The viewer sees both the degrading and ugly side of the city and some of the more positive and uplifting aspects of inner-city life.

"Challenge of Change: The Case for Counseling," 32 min., color, 2ndry, tchr trning, Adult, 1962.

A documentary film by Louis de Rosemont Associates showing the value of guidance counseling in meeting the challenge of a new era. It shows teachers, principals, counselors and other specialists in the pupil personnel services united in efforts to estimate the potential of each individual student in the school, interpret to him and his parents the opportunities available to him, and assist in providing him with educational experiences which will assure his best development. More suitable for interpreting the secondary guidance program than the elementary program.

"Visual Perception and Failure to Learn," 20 min., tchr ed., VUS+++

The film illustrates one of the frequently unrecognized causes of disability in visual perception. Its effect upon learning is demonstrated as children with varying perceptual problems attempt to perform school tasks. These disabilities are explained and identified using the Marianne Frosrig Developmental Test of Visual Perception.

"Better Use of Leisure Time," 10 min., 2ndry, 1950.

Survey of interesting and educational leisure time activities open to young people; how time can be best used thru self-planned program of leisure time activities.

"Better Reading," 13 min., 2ndry, 1952.

Tells the story of an intelligent high school boy whose work suffers from his low reading habits. Shows the methods used by a reading clinic in helping him to increase his reading speed and understanding, and to enlarge his vocabulary.

THIRTEEN-WEEK OUTLINE (continued)

Year - 1970 month & day	Activity	Time Allotment
May 14	TOPIC: SELF-CONCEPT, THE DROPOUT, AND FEELINGS OF INADEQUACY	
	General: - Large groups -	7:00-8:05
	Each large group will begin assessing its accomplishments preparatory to presenting report at last session.	
	Each group will view selected films.	
	Related Films: "Tense: Imperfect" (1902) 12 min. "Is Smoking Worth It?" (1230) 19 min. "When I'm Old Enough, Goodbye!" (1252) 28 min. "Tobacco and the Human Body" (1341) 15 min. "What About Drinking?" (770) 11 min.	
	Discussion: - Small groups -	8:15-9:20
	Continue role-model development. Begin assessing accomplishments.	
May 21	TOPIC: SELF-CONCEPT AND LEVELS OF ASPIRATION	
	General: - Each large group will plan and develop a five-minute presentation (report or role play) to demonstrate its accomplishments.	

THIRTEEN-WEEK OUTLINE (continued)

Year - 1970 month & day	Activity	Time Allotment
May 21 (con't)	Related Films: "Learning to Understand Children, II" (296) "New Horizons" (1685) 15 min. "Planning Your Career" (765) 16 min.	
	Discussion: - Small groups -	8:15-9:20
	Each small group will plan and develop a five-minute presentation (report or role play) to demonstrate its accomplishments.	
May 28**	TOPIC: THE SIGNIFICANT ADULTS WHO SHAPE THE CHILD'S EDUCATIONAL ENVIRONMENT	
	General: - Interest groups of parents form around their three Board of Education Ward representatives. (Board members will have previously received copies of parents' questions enclosed with their "reminders" of the closing session.)	7:00-8:00
	Combined Groups: - Session in school auditorium.	8:15-9:45
	- Presentations and reports from the six small groups and two large groups.	
	- Certificates of completion will be awarded by the coordinator assisted by the three Board Ward representatives.	

Guidance Procedures

Group 1 - Structured

Group 1 activities will be experience based. The counseling team will encourage the kind of involvement in parents that makes for an "association of equals," and which recognizes the special talents as well as interests of participating parents and encourages their use. The team will involve itself with the real situations surrounding the parents with whom it will work rather than with an undue amount of abstractions. Because parents are not generally skilled in the use of formal techniques for modifying attitudes and behavior, and because the time (thirteen weeks) is too precious to expect them to use it for inventing and agreeing upon modification techniques, their counseling team will supply guidance, direction, and instruction. Parents will be held individually responsible for contributing, learning, and reporting on their progress.

Large group sessions.--Parents will always be required to have made an attempt to discuss with their children, in detail, their school assignments related to reading, computation, and reasoning. They must be prepared to discuss their children's interests and activities as well as their satisfactions and frustrations. It is these between

session encounters that parents have with their children which will furnish the content to which the groups will address themselves in the sessions.

At each session, Group 1 parents will be required to report at least one way in which they have attempted to alleviate the first five categories of personality problems (CTP Manual) and to stress Blocher's five developmental goals set forth on page of this Appendix. In order to carry out these assignments, parents will often find it necessary to consult various school personnel. The counseling team will advise parents as to the proper school personnel to consult for different kinds of information either in their child's particular school or in Central Administration.

Small group sessions.--In the small group sessions, counselors will guide their parents in the following:

1. Comparing their answer sheets with their children's answer sheets;
2. Preparing their children's profiles;
3. Studying the profiles and understanding scores in relation to national norms;
4. Matching situational type exercises with appropriate content;

5. Planning logical, sequential, and developmental relationships among the various role-model exercises;
6. Identifying similarities between their children and accepted norms;
7. Reinforcing and supporting desirable similarities with norm groups found in their children--yet
8. Minimizing their reference to differences in their children which might imply loss of the child's right to individuality;
9. Developing in their children a sense of freedom to be individualistic and yet accepted by others rather than to conform for the sake of being accepted;
10. Achieving a great deal of positive, warm, healthy, creative interaction between themselves and their children;
11. Setting for their children realistic expectation levels of achievement in their academic as well as their social behavior.

Group 2 - Unstructured

Large group sessions.--The Group 2 counseling team will encourage and support independent problem solving. They will furnish no leads; will take no initiatives beyond those already described; such as, helping parents compare

their answer sheets with their children's answer sheets; guiding them in profiling their children's scores; and identifying types of maladjustment. This must be done in order to avoid misinformation and confusion.

Given the same supplies, equipment, facilities, and human resources, parents, not counseling teams, will invent their own process. According to a previous study (Shaw, 1968), parents in a similar unstructured situation tended to discuss more than act. It is conceivable that these parents will conduct themselves in a similar fashion.

Counselors and other members of the team will skillfully avoid being drawn into any activity or planning unless they are called upon for help by parents. They are expected to be ever on the alert to reinforce any efforts that parents make or results they might report with encouragement and praise.

Small group sessions.--While those who are experienced in developing group process know that twenty-two people in a so-called "small" group are in need of being subdivided, counselors will make no move to do so. They will allow leaders to emerge from their groups and invent their own process. The major requirement for counselors in this group is to see to it that parents get a thorough

understanding of the nature of the tests and the implications of the scores. From that point on, while counselors will neither assign nor initiate, neither will they leave any question asked by their parents unanswered. If the counselor does not have the answer, he must make every effort to direct the parent to the proper resource for securing an answer.

ANNOTATED RELATED FILMS

"Portrait of the Inner-City," 15 min., tchr ed.
A look at the community not only as a passerby might see it, but also from the viewpoint of young people who are growing up in this environment. The viewer sees both the degrading and ugly side of the city and some of the more positive and uplifting aspects of inner-city life.

"Challenge of Change: The Case for Counseling," 32 min., color, 2ndry, tchr trning, Adult, 1962.
A documentary film by Louis de Rosemont Associates showing the value of guidance counseling in meeting the challenge of a new era. It shows teachers, principals, counselors and other specialists in the pupil personnel services united in efforts to estimate the potential of each individual student in the school, interpret to him and his parents the opportunities available to him, and assist in providing him with educational experiences which will assure his best development. More suitable for interpreting the secondary guidance program than the elementary program.

"Visual Perception and Failure to Learn," 20 min., tchr ed., VUS+++
The film illustrates one of the frequently unrecognized causes of disability in visual perception. Its effect upon learning is demonstrated as children with varying perceptual problems attempt to perform school tasks. These disabilities are explained and identified using the Marianne Frosrig Developmental Test of Visual Perception.

"Better Use of Leisure Time," 10 min., 2ndry, 1950.
Survey of interesting and educational leisure time activities open to young people; how time can be best used thru self-planned program of leisure time activities.

"Better Reading," 13 min., 2ndry, 1952.
Tells the story of an intelligent high school boy whose work suffers from his low reading habits. Shows the methods used by a reading clinic in helping him to increase his reading speed and understanding, and to enlarge his vocabulary.

"How Effective Is Your Reading?", 10 min., 2ndry, 1951.
Through the outline story of how one high school boy improved his reading habits by intelligent practice, many reading skills are demonstrated. Audience participation in reading exercises gives added meaning to perception span, reading rates and comprehension.

"Study Series: Why We Read; Part V," 6 min., color, int., 2ndry.
This discussion film presents the fact that reading is our most important learning skill. Problems in other subjects such as arithmetic cannot be understood if a person cannot read or understand what he is reading.

"Day Without Numbers, A," 10 min., inter., 1953.
A little boy gets his wish for a world without numbers. He soon finds out that numbers are most important and he returns to school with a better understanding of the need for arithmetic and an interest in developing number skills.

"Keep Up With Your Studies," 10 min., 2ndry, 1950.
The importance of doing school assignments regularly is stressed and a system of developing orderly work habits is presented.

"Better Breakfasts, U.S.A.," 11 min., color, int, 2ndry, 1960.
The film has two basic themes: the importance of an adequate breakfast for teen-agers, and cereal's contribution to the morning meal.

"Your Family," 10 min., inter., 1950.
Developing an appreciation and understanding of the family as a social unit and the important role that the individual plays within the unit. Film portrays a family that has achieved a happy and harmonious home life through mutual understanding, cooperation, and acceptance of responsibility.

"Body Care and Grooming," 17 min., 2ndry., 1948. (Accompanying filmstrip available)
Film develops the theme that good grooming starts with personal care and describes some recommended daily habits that can help everyone make the most of what nature has provided. Both men and women of college age are shown demonstrating good grooming practices.

"Learning to Understand Children - A Remedial Program," 23 min., tchr trng., 1947 (Also Filmstrip).

Based on Schorling's "Student Teaching." A continuation of the case study of Ada Adams. Miss Brown develops a plan for remedial action using Ada's interest in art as a means of improving her self-confidence and interest in her school work as well as for winning recognition and acceptance by her schoolmates.

"School Rules and How They Help Us," 10 min., inter., 2ndry., 1953.

Rules in action--on the street, the basketball court, in schools halls, and in the library. The point is stressed that school rules like all other rules are methods to make life smoother and more pleasant and to facilitate fairness and safety for all.

"Growing Up," (Preadolescence), 11 min., int., 2ndry., 1958.

Two children in the preadolescence age group with the help of other children illustrate variations in the normal process. Animation and silhouette photography help to show that growing up is an uneven process which varies with individuals and age. The role of the endocrine glands in controlling growth is explained along with health measures which aid the normal growth process.

"Good Sportsmanship," 10 min., int., 2ndry., 1950.

Through story situations, a number of examples of good sportsmanship are shown with emphasis on the importance of good sportsmanship in all phases of our daily living.

"Quarter Million Teenagers," 16 min., color, 2ndry.

An important and authoritative film on the physiological aspects of venereal disease, designed specifically for the teenage audience among whom V.D. has been increasing sharply. Both gonorrhea and syphilis are explained in detail: how the organisms enter the body, how the diseases affect tissues and organs, how they may be recognized.

"Parent to Child About Sex," 31-1/2 min., color.

Shows parents how to teach their children wholesome attitudes about sex in a simple direct fashion. Parents, children and medical experts combine in an interplay of scenes and situations that relate to sex education through early adolescence.

"Drug Abuse: Bennies and Goofballs," 20 min., 2ndry.
Paul Newman introduces the film which relates the fact that drugs such as amphetamines and barbituates are helpful when uses are directed by proper medical personnel. However, the same drugs are dangerous and can cause death when they are misused. Various demonstrations are used to point out the harmful effects resulting from the misuse of sleeping pills and other drugs.

"Cheating," 10 min., int. 2ndry., 1952.
Film revolves around a school situation in which cheating takes place with a view of stimulating discussion of this vital problem.

"LSD 25," 27 min., color, 2ndry., tchr ed.
LSD seems to have far too much appeal for the young. Demonstrations of the mental illusions and emotional turmoils are shown through the experiences of those who have taken the drug. The extent of known and unknown danger of the drug is great. Various laws for the control and manufacture of the drug have been passed by local and federal governments.

"Tense: Imperfect," 12 min., color, tchr. ed.
This film shows the difficulty in adjustment of upper-middle-class teacher who has recently taken a position in a school with culturally deprived students.

"Is Smoking Worth It?", 19 min., color, 2ndry, 1960.
Forcefully presents the problem of cigarette smoking and lung cancer. The film points up the advantage of not starting to smoke, and for those who have started, the reasons for giving it up. Built around a discussion by four teenagers, it is effective for use in schools and youth groups but can stimulate discussion equally well among adult groups.

"Tobacco and the Human Body," 15 min., 2ndry., 1954.
An authentic report on the scientific results of modern research, evaluating the effects of the use of tobacco. Analyzes the contents of tobacco smoke, demonstrates some of the physiological effects of smoking and sums up the factors to be considered in deciding whether or not to smoke.

"What About Drinking?", 11 min., 2ndry., 1954.
A group of teenagers discuss the question of the use of alcoholic beverages and present various opinions. At the end, their points of view are summarized and the question is left open for audience discussion.

"New Horizons in Vocations," 20 min., color, int., 2ndry.
An exciting documentary which takes you into a world of many new occupations. Three youths investigate occupations that require less than a college education as a qualification.

"Planning Your Career," 16 min., 2ndry., 1954.
Outlines helpful ways in which students may approach the choice of a career and the planning for it. Self-knowledge is important and is aided by tests, talks with teachers, etc. It is stressed that the student must evaluate possible choices in terms of educational background and training which may be necessary in the field.

"Name Unknown," 10 min., 2ndry., adult, 1960.
The film cautions teenagers against such practices as parking on lonely roads, baby sitting in unfamiliar situations and dating with strangers. Parental responsibility in helping their children avoid such practices is also emphasized.

"Children Without," 29 min., tchr trgn., adult, parents.
A moving and dramatic commentary on a current problem in education of the disadvantaged child. Documents the desperate conditions under which children in the inner-city grow up and the efforts of education to break the cycle.

"Something You Didn't Eat," 9 min., color, int. 2ndry., 1945.
A animated Disney cartoon stressing the importance of correct diet; selection of food groups to insure sufficient essential nutrients.

"I Never Went Back," 16 min., 2ndry.
Aimed at the potential school dropout. Schooling, learning, training, a trade . . . your investments in you. Night school, correspondence school, on the job training.

"When I'm Old Enough - Goodbye (Dropout Problem)," 28 min., 2ndry., 1962.

A film designed to provoke thought and action about the dropout problem in our schools. It is centered around "Doug," a boy who has just reached the age when he can get a work permit, leave school, and get a job. "Doug" is not a delinquent but a bright, likeable boy, unprepared, however, for tomorrow's world. Particularly for eighth and ninth grades where the dropout attitudes usually first develop.

APPENDIX C

BOARD OF EDUCATION DIRECTIVE, AUGUST, 1969

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 - 12th Street, N. W.
Washington, D. C. 20004

Superintendent's Circular No. 17
August 20, 1969

TO ALL PRINCIPALS:

A meeting of all principals will be held on Wednesday, August 27, 1969, at McKinley High School, from 9:00 a.m. to approximately 12:00 Noon.

This meeting is called to discuss the format for school level plans to be developed in schools beginning with the staff planning days on September 2 and 3. (See Superintendent's Circular No. 14).

The Wednesday meeting will begin promptly at nine o'clock.

Very sincerely yours,

BENJAMIN J. HENLEY

Acting Superintendent of Schools

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Presidential Building
Washington, D. C. 20004

Superintendent's Circular No. 14
August 13, 1969

TO ALL SCHOOL OFFICERS AND TEACHERS:

At a special meeting of the Board of Education on July 2, 1969, the first two days of the school year, September 2 and 3, were scheduled as staff planning days. Students will report to school on Thursday and Friday, September 4 and 5, for one half day only. The afternoon of these days will, therefore, be available for additional staff planning.

It is the request of the Board that this staff time at the opening of the school year be employed for the development of a comprehensive plan at the school level for improving, coordinating and articulating school operations. This plan is to be available by October 1, 1969, for review by the Board and the community.

Principals are requested to forward three (3) copies of their plan to appropriate Assistant Superintendents on or before that date. Additional copies should be available for public review in each school.

The plan should focus upon realistic activities to be carried on at the school level over the coming year. It should be developed as the result of the cooperative thinking of all staff. It is essential that the staff development committees formed last May at the school level take a leading part in the development of these comprehensive plans.

A series of small group meetings with principals is being scheduled for the week of August 25th to work out the format for the planning report, and to discuss procedures for total staff involvement in the design and implementation of this important effort to continue the improvement of our educational services for students.

Very sincerely yours,

WILLIAM R. MANNING

Superintendent of Schools

APPENDIX D

MEMORANDUM TO PRINCIPALS OF PARTICIPATING SCHOOLS

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Terrell Extended Day Community School
First and Pierce Streets, N.W.
Washington, D.C. 20001

October 3, 1969

MEMORANDUM

TO: The Principals of Hamilton, Langley, Shaw, Stuart, and Terrell Junior High Schools

FROM: (Mrs.) Frances W. Hughes fwh
Assistant Principal-in-Charge
Terrell Extended Day Community School

SUBJECT: A cordial invitation to you to allow your entering seventh grade students to participate in the experiment described below

Ladies and gentlemen:

In the recent past, I have spoken in person either with you or with one of your assistant principals concerning the experiment described herein, and, in keeping with my promise, am following up that conversation with this memorandum. The particulars are as follows:

Title

SELF-CONCEPT DEVELOPMENT IN INNER-CITY SEVENTH GRADE YOUTH AS AFFECTED BY THE INFLUENCE OF COMMUNITY SCHOOL COUNSELING ON SIGNIFICANT OTHERS

Subjects

The subjects are approximately 180 seventh grade youth. Their parents will serve as intermediaries. Youth will be tested at the beginning and at the end of the counseling project to see if as a result of our working with their parents, any significant differences exist in their self-concepts.

The subjects will be those whose reading and math scores on the STEP are below the national norm for grade 6.9 and who also measure low in self-concept on the Tennessee Self-Concept Scale.

Time Needed with Children

A maximum of three periods at the beginning of a school day (to be arranged) will be needed at the beginning (and at the end) for testing. With your kind permission, for the sake of uniformity in testing, we suggest that the tests be administered to the children in your school cafeteria or in your school library during the first three periods of the school day.

How Subjects Will Be Obtained

The parents of all entering seventh grade children attending the five junior high schools mentioned above will be apprised by letter of the approval of this T.E.D. experiment by the Acting Superintendent of Schools. They will be told that the focus of this study is on strengthening their effectiveness in the development of adequate self-concept, self-esteem, and feelings of self-worth in their children; that we hope their children will, in turn, develop the self-assurance they need to achieve better academically.

Parents will be asked to respond to two queries; namely (1) whether or not they will give permission for their child to be tested; and (2) if they will participate should their child be among those selected for the experiment. Participants who meet the attendance and participation requirements will be granted academic credit in adult evening classes if they request it at the outset. Only children of parents responding in the affirmative will be tested.

There will be three groups. Counselors will follow a prescribed course of group counseling for the experimental (structured) group. There will also be a Hawthorne type (placebo) group and a control group. As for the children, except for testing before and after, they will go on with their normal school routine.

Inasmuch as I have spoken either with each of you or your assistants, I shall not expect a reply to this memorandum unless you wish to do so. On the other hand, I shall proceed with the arrangements which consist of preparing 1,900 letters of invitation for the parents of seventh grade youth in your schools, recruiting personnel to assist, ordering tests, and the like.

Thank you for your willingness to participate. It is hoped that we shall be able to demonstrate that when parents are helped to understand the nature of some of the developmental problems of pre-adolescents and how to cope with them that positive and significant improvements can be realized in the child's personal adjustment as well as in his academic achievement.

You might also be interested to know that I plan to submit a proposal to do this project as an experiment to be used in the pursuit of a Ph.D. in Education at the Catholic University of America. With that being the case, I shall not be able to begin the actual work with parents until approval has been received from the University.

Thank you again.

APPENDIX E

INITIAL INVITATION TO PARENTS

DECEMBER, 1969

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SHAW JUNIOR HIGH SCHOOL
SEVENTH STREET AND RHODE ISLAND AVENUE NW
WASHINGTON, D.C. 20001

If you have any questions, please call 629-2985 between 3:30 and 9 p.m., Monday through Friday

December 17, 1969

TO: The parents of _____ who is in homeroom _____

SUBJECT: AN INVITATION TO YOU TO PARTICIPATE IN A PROJECT WITH OTHER PARENTS FOR THE PURPOSE OF UNDERSTANDING BETTER HOW YOU CAN HELP YOUR CHILD TO

- WORK HARDER TO ACHIEVE ACADEMIC SUCCESS-ESPECIALLY IN READING AND ARITHMETIC
- TO ADJUST TO THE DEMANDS OF SECONDARY SCHOOL AND PRE-ADOLESCENCE

Dear Parents:

We realize that these are busy times, but we hope you will take a few minutes to read this invitation, respond to it, and have your child return the bottom section to his or her homeroom teacher by December 22.

The Superintendent has asked every school to work more closely with parents and community in an effort to find ways to improve the reading and arithmetic skills of each and every child in the District of Columbia. For the past year or so, we have obtained extra assistance for children needing this help by referring them to the after-school program at Terrell Junior High School. Yet, we must all face the fact that if the school is to bring out the best there is in a child, it must look to the home for help. Therefore, we ask YOU to join with US and Terrell in tackling your child's reading and arithmetic problems before he goes any further in school. You have seen your child's grade card for the first advisory. We are sure you will agree that in most instances, there is room for improvement. Why don't we resolve to work together in 1970?

Many of our entering seventh graders brought with them serious deficiencies in reading and arithmetic. We sincerely believe that most of these children who experience such difficulties do so because they lack confidence in their ability to read and do number work. We also think that you who know them best and love them most can help us find ways to give them more self-confidence and, hopefully, to help them improve in their school work. In the project we are proposing, an experienced junior high school counselor will be assigned to work with each group of ten parents. Not only will you have the satisfaction of working with school and community people on every level, you will also receive night school credit towards either an elementary or secondary diploma if you wish it. Furthermore, if this first attempt is successful, the program can continue as long as parents desire.

To discover which parents we need to work with first, we shall give to paper and pencil tests at the beginning of this program which are designed to show us which children have the least confidence in themselves. To determine whether or not we get the hoped for improvement, we shall compare the results of tests which your child took in the sixth grade and at the beginning of this program with the results of tests which he or she will take at the end. Please fill out the attached form and return it as requested so that we may know your wishes in this matter.

Sincerely yours,

Percy L. Ellis, Jr.

Percy L. Ellis, Jr.
Principal

(INSTRUCTIONS TO PARENTS OR GUARDIANS: Please place an "X" mark above your answer.)

1. MY CHILD _____ (MAY) _____ (MAY NOT) TAKE THE TESTS DESCRIBED ABOVE.

2. I _____ (WILL PARTICIPATE) _____ (WILL NOT PARTICIPATE) IN SMALL-GROUP DISCUSSIONS ONE EVENING A WEEK WITH OTHER PARENTS IF MY CHILD IS SELECTED TO RECEIVE SPECIAL HELP.

Pupil's name and section _____

_____ _____
Street address Zip code Telephone number

_____
Signature of parent or guardian

APPENDIX F

MEMORANDUM TO HOMEROOM TEACHERS IN PARTICIPATING SCHOOLS

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TERRELL EXTENDED DAY COMMUNITY SCHOOL
FIRST AND PIERCE STREETS, N.W.
WASHINGTON, D. C. 20001

December 17, 1969

OFFICE OF THE ASSISTANT PRINCIPAL-IN-CHARGE

M E M O R A N D U M

TO: The homeroom teachers of seventh grade youth at Hamilton, Langley, Shaw, Stuart, and Terrell Junior High Schools

FROM: (Mrs.) Frances W. Hughes
Assistant Principal-in-Charge
Terrell Extended Day Community School

SUBJECT: The T.E.D. Community School experiment in counseling with significant others (parents) via the small-group discussion method

The aforementioned experiment has been approved by the Superintendent as a project for the Terrell Extended Day Community School. We are attempting to develop a model for ancillary guidance services which we hope will add a new dimension to guidance services in the schools which send their children to the T.E.D. Community School, thereby rendering certain of their children more teachable. We hope to accomplish this by providing a service for parents during the evening hours, the focus of which will be on enabling parents to help their children at home by creating environments that are conducive to improved academic skills and better personal and social adjustment.

Your kind assistance is sought in distributing the accompanying invitations to the children in your homerooms. On the lines which read "TO: The parents of ___ _____ who is in homeroom No. _____," please ask each student to write in his full name and section. This should help the parents by providing them with correct information for completing the form.

The children should be instructed to return the forms not later than December 22. When the forms are returned, if you will simply collect them, place them in the accompanying envelope, and give them to your school's administrative aide, we shall arrange to have them picked up from your business office. IT IS VERY IMPORTANT FOR US TO HAVE ALL FORMS COMPLETED AND RETURNED. While this is the extent of any requests that we shall make of you, if you are interested in knowing more about the project or in participating in it as a resource person, please call us on 629-2985 any school evening between 3:30 and 9.

Letters of endorsement from the Superintendent, several of the associate and assistant superintendents, the Director of Special Programs, and the five principals involved give evidence of strong administrative support. Seven counselors and other resource people are working in this effort. For all we know, no amount of working with parents will cause their children to show any significant improvement in the areas described above. On the other hand, if reports by a multitude of behavioral scientists are true, our only real salvation for achieving significant results with children who need the help we have mentioned is through working with the people who are most significant in their lives. WE INTEND TO FIND OUT.

APPENDIX G

REVISED INVITATION TO PARENTS

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SHAW JUNIOR HIGH SCHOOL
SEVENTH STREET AND RHODE ISLAND AVENUE NW
WASHINGTON, D C. 20001

AN INVITATION TO YOU TO PARTICIPATE IN A PROJECT WITH OTHER PARENTS FOR THE PURPOSE OF UNDERSTANDING BETTER HOW YOU CAN HELP YOUR CHILD TO

. WORK HARDER TO BE SUCCESSFUL IN SCHOOL AND IMPROVE IN READING AND MATH

. KEEP HIS OR HER HEAD IN SPITE OF CURRENT TEENAGE UNREST AND MISBEHAVIOR

. ADJUST GENERALLY TO THE DEMANDS OF SECONDARY SCHOOL AND PRE-ADOLESCENCE

Dear Parents:

Before Christmas, this invitation was sent home to you by your child but we did not hear from you. This time, won't you please agree to work with us to help your child by checking "MAY" and "WILL" on the attached stub and returning it to us immediately in the enclosed self-addressed postage guaranteed envelope.

The Superintendent has asked every school to work more closely with parents and community in an effort to find ways to improve the reading and arithmetic skills of each and every child in the District of Columbia. For the past year or so, we have obtained extra assistance for children needing this help by referring them to the after-school program at Terrell Community School. Yet, we must all face the fact that if the school is to bring out the best there is in a child, it must look to the home for help. Therefore, we ask YOU to join with US and Terrell in tackling your child's READING and ARITHMETIC problems before he goes any further in school. You have seen your child's grades covering two advisories now. We are sure you will agree that in most instances, there is room for improvement. Why don't we resolve to work together in 1970?

Many of our entering seventh graders brought with them serious deficiencies in reading and arithmetic. We sincerely believe that most of these children who experience such difficulties do so because they lack confidence in their ability to read and do number work. We also think that you who know them best and love them most can help us find ways to give them more self-confidence and, hopefully, to help them improve in their school work. In the project we are proposing, an experienced junior high school counselor will be assigned to work with each group of ten parents. Not only will you have the satisfaction of working with school and community people on every level, you will also receive night school credit towards either an elementary or secondary diploma if you wish it. Furthermore, if this first attempt is successful, the program can continue as long as parents desire.

To discover which parents we need to work with first, we shall give two paper and pencil tests at the beginning of this program which are designed to show us which children have the least confidence in themselves. To determine whether or not we get the hoped for improvement, we shall compare the results of tests which your child took in the sixth grade and at the beginning of this program with the results of tests which he or she will take at the end. Please fill out the attached form and return it as requested so that we may know your wishes in this matter.

Sincerely yours,

Percy L. Ellis, Jr.

Percy L. Ellis, Jr.
Principal

(INSTRUCTIONS TO PARENTS OR GUARDIANS: Please place an "X" mark above your answer.)

1. MY CHILD _____ _____ TAKE THE TESTS DESCRIBED ABOVE.
(MAY) (MAY NOT)

2. I _____ _____ IN SMALL-GROUP DISCUSSIONS
(WILL PARTICIPATE) (WILL NOT PARTICIPATE)
ONE EVENING A WEEK WITH OTHER PARENTS IF MY CHILD IS SELECTED TO RECEIVE SPECIAL HELP.

Pupil's name and section _____

_____ _____ _____
Street address Zip code Telephone number

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY, N.E.
WASHINGTON, D.C. 20002

Sincerely yours,
Clinton N. Mattingly
Clinton N. Mattingly
Principal

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
LANGLEY JUNIOR HIGH SCHOOL
FIRST AND T STREETS NE
WASHINGTON, D. C. 20002

Sincerely yours,
Margaret L. Murray
(Mrs.) Margaret L. Murray
Principal

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
STUART JUNIOR HIGH SCHOOL
FOURTH AND E STREETS NE.
WASHINGTON 2, D. C.

Sincerely yours,
William F. Carpenter
William F. Carpenter
Principal

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TERRELL JUNIOR HIGH SCHOOL
FIRST AND PIERCE STREETS, N. W.
WASHINGTON, D. C. 20001

Sincerely yours,
Sterling M. Derricotte
Sterling M. Derricotte
Principal

APPENDIX H

SUBSEQUENT PLANNED CORRESPONDENCE WITH PARENTS

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TERRELL COMMUNITY SCHOOL
FIRST AND PIERCE STREETS, N.W.
WASHINGTON, D. C. 20001

April 27, 1970

DEAR CONCERNED PARENT:

PLEASE DO NOT LET ANYTHING HINDER YOU FROM COMING TO THE APRIL 30 SESSION --THIS COMING THURSDAY! MAKE UP YOUR MIND TO B E T H E R E!!!

AGENDA

7:00 P.M. DRUG ABUSES, PART I . . . . . Auditorium

FILMS: "Narcotics, the Inside Story," "Bennies and Goofballs"

7:40 BIBLIOTHERAPY . . . . . Room 407

NUMEROTHERAPY . . . . . Room 306

8:20 CONFERENCES WITH YOUR CHILD'S SCHOOL PRINCIPAL

HAMILTON	Mr. Clinton Mattingly	Room 401
LANGLEY	Mrs. Margaret Murray	Room 402
SHAW	Mr. Percy Ellis; Mrs. Dorothy Harris	Room 403
STUART	Mr. William Carpenter	Room 306
TERRELL	Mr. Sterling Derricotte	Room 407

Your child's principal will be looking forward to discussing with you some of the things that concern you about the educational offering for your child as well as the environment in which he must live, learn, and grow. Your child's principal will welcome any suggestions for assistance you can give. THE PRINCIPALS ARE COMING OUT TO MEET AND TALK WITH YOU!! WON'T YOU BE SURE TO BE PRESENT SO THAT YOU CAN MEET AND TALK WITH THEM!!

IF YOU NEED TRANSPORTATION, CALL THE COMMUNITY SCHOOL OFFICE AFTER 3 P.M., ON 629-2985, IDENTIFY YOURSELF AS A "CONCERNED PARENT" REQUESTING TRANSPORTATION.

R E M E M B E R! WE ARE COUNTING ON YOU TO MAKE A GOOD SHOWING THURSDAY NIGHT.

Sincerely yours,

Frances W. Hughes

(Mrs.) Frances W. Hughes
Assistant Principal-in-Charge and
Coordinator, Counseling with Significant
Others--YOU

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TERRELL EXTENDED DAY COMMUNITY SCHOOL
FIRST AND PIERCE STREETS, N.W.
WASHINGTON, D. C. 20001

April 3, 1970

OFFICE OF THE ASSISTANT PRINCIPAL-IN-CHARGE

THIS COMING THURSDAY, APRIL 9, IS THE BIG DAY!!! YOU BEGIN YOUR LONG AWAITED WORKSHOP IN COUNSELING WITH CONCERNED PARENTS FOR THE PURPOSE OF UNDERSTANDING BETTER HOW TO HELP THE SCHOOL HELP YOUR CHILD TO

. WORK HARDER TO BE SUCCESSFUL IN SCHOOL AND IMPROVE IN READING AND MATH;

. KEEP HIS OR HER HEAD IN SPITE OF CURRENT TEENAGE UNREST; AND

. ADJUST GENERALLY TO THE DEMANDS OF SECONDARY SCHOOL AND PRE-ADOLESCENCE.

OUR PROJECT IS A "FIRST" FOR THE D.C. PUBLIC SCHOOLS. WHAT YOU ACCOMPLISH WILL HAVE NATIONAL SIGNIFICANCE. FROM TIME TO TIME, DIFFERENT ONES OF YOU WILL BE ASKED TO APPEAR ON RADIO AND TELEVISION IN PANEL DISCUSSIONS, AND AS GUESTS TO TELL WHAT YOU ARE DOING. ONE OF OUR PARENTS, MR. ALLEN M. LUCAS, IS CURRENTLY ANNOUNCING THE PROGRAM ON CHANNEL 5'S F O C U S (WTTG). WATCH FOR HIM AT 6:30 TUESDAY; 12 MIDNIGHT WEDNESDAY, AND 9:30 A.M. THURSDAY.

I SHALL BE LOOKING FOR YOU IN THE LOBBY.
I SHALL BE WEARING MY NAMEPLATE. COME TO MY TABLE AND I WILL REGISTER YOU.

R E M E M B E R!

TRANSPORTATION FURNISHED--ROUND TRIP--IF YOU NEED IT! BE SURE TO TELL THE COUNSELOR WHO CALLS YOU.

CHILD CARE--BRING YOUR CHILDREN AND WHILE YOU ARE IN YOUR SESSIONS, THEY CAN STUDY, USE THE LIBRARY, RECEIVE TUTORING, TAKE ART OR GUITAR, OR GO TO RECREATION.

. TWO-WAY TRANSPORTATION FURNISHED VIA SCHOOL BUS
. BABY-SITTERS FOR YOUR SMALL CHILDREN
. TUTORING, RECREATION, OR ENRICHMENT FOR YOUR SCHOOL-AGE CHILDREN AND YOUTH
. NIGHT SCHOOL CREDIT FOR YOU -- SOMETHING FOR THE WHOLE FAMILY WHILE YOU ATTEND YOUR DISCUSSION GROUP

All meetings will be held at
TERRELL COMMUNITY SCHOOL
FIRST AND PIERCE STREETS, N.W.
TELEPHONE: Between 3:30 and 9 p.m., please call 629-2985

From: _____
Your Counselor for the Duration

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TERRELL EXTENDED DAY COMMUNITY SCHOOL
FIRST AND PIERCE STREETS, N.W.
WASHINGTON, D. C. 20001

OFFICE OF THE ASSISTANT PRINCIPAL-IN-CHARGE

March 10, 1970

Dear _____:

W E W E R E S U R E W E C O U L D C O U N T O N Y O U ! ! ! YES WE WERE!!!

Thank you for your prompt response to our recent invitation to you to participate in a project (workshop) with other parents of seventh graders for the purpose of understanding better how you can help us help your child to

. WORK HARDER TO BE SUCCESSFUL IN SCHOOL AND IMPROVE IN READING AND MATH;

. KEEP HIS OR HER HEAD IN SPITE OF CURRENT TEENAGE UNREST AND MISBEHAVIOR; AND

. ADJUST GENERALLY TO THE DEMANDS OF SECONDARY SCHOOL AND PRE-ADOLESCENCE.

As we mentioned to some of you, certain problems with printing and mailing threw us off schedule and our daily mail still contains many responses from parents who want to participate. However, on March 16, we shall begin giving the tests we referred to in the invitation. Your counselor in this program will call you on the evening before _____ is to be tested so that _____ will be sure to be at school on the day of the test.

It will take us until the end of March to administer and score the tests and assign parents to groups. This means that our first formal meeting with you will take place on APRIL 9, Thursday evening at 6:30 p.m., at Terrell Community School, First and Pierce, N.W. In the meantime, we shall keep in touch by telephone to answer any question you might have.

R E M E M B E R!

TRANSPORTATION FURNISHED--ROUND TRIP--IF YOU NEED IT! BE SURE TO TELL THE COUNSELOR WHO CALLS YOU.

CHILD CARE--BRING YOUR CHILDREN AND WHILE YOU ARE IN YOUR SESSIONS, THEY CAN STUDY, USE THE LIBRARY, RECEIVE TUTORING, TAKE ART OR GUITAR, OR GO TO RECREATION.

. TWO-WAY TRANSPORTATION FURNISHED VIA SCHOOL BUS
. BABY-SITTERS FOR YOUR SMALL CHILDREN
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All meetings will be held at
TERRELL COMMUNITY SCHOOL
FIRST AND PIERCE STREETS, N.W.
TELEPHONE: Between 3:30 and 9 p.m.,
please call 629-2985

From: The Principals of Hamilton, Langley, Shaw, Stuart, and Terrell Junior High Schools

APPENDIX I

SELECTED NOTES TAKEN BY RECORDERS AT SESSIONS

HOW PARENTS MAY CONTRIBUTE TO READING DEVELOPMENT

1. Have periodic physical check-ups to insure that your child is in good health. Place special emphasis on eyes, ears, teeth.

2. Maintain a relaxed comfortable atmosphere at home where each child is made to feel important and wanted.

3. Give children plenty of experiences--take them to the zoo, fire-house, farm, museums, galleries, concerts, recitals, historic spots, and the like.

4. Be enthusiastic about school and school activities.

5. Give children a chance to talk about themselves and their interests.

6. Answer your children's questions in a simple, direct manner.

7. Praise your child for his accomplishments.

8. Develop a feeling of independence by giving him responsibility.

9. Encourage your child to associate with other children.

10. Interest your child in things in which most children are usually curious about.

11. Teach your child correct names of persons and things. Help him to associate people and places.

12. Let your child see you reading with enjoyment.

13. Provide materials similar to those used in school; such as, paste, paper, paint, scissors, clay, paper bags, crayons, and the like.

14. Insist that children know how to follow directions and that they pay attention.

15. Show your child that books are not the only kind of reading. Provide magazines, menus, road and street signs, maps, newspapers, and the like.

16. Follow your child's progress in school with interest but do not burden him with minute questions about his activities.

17. Provide a daily paper and a variety of books and magazines.

18. Help your child to select a good balance of educational and recreational television and radio programs, movies, and books.

19. Get or encourage your child to get--and use--a library card.

20. Visit your child's school; see it in operation; get progress report.

21. Provide a quiet place for study with adequate light and ventilation.

HELPING MY CHILD IN MATHEMATICS

1. Q. What was my child expected to do--mathematically--in the elementary school?

   A. Elementary school mathematics focuses on developing both the child's understanding of basic mathematical ideas (see NOTE) and his computational skills.

2. Q. Now that he is in junior high school, what more will he get--mathematically.

   A. In junior high school, the mathematical experiences and skills that he has already begun to develop in the elementary school are enriched and strengthened by additional practice, experiment, and problems.

3. Q. What is this "new mathematics" that schools are teaching now?

   A. Recognizing that today's world is a world of endless fascination, brimming with knowledge and surprises that even young children can share, mathematics classes have changed from the older routine of "sit-listen-read-drill-memorize" to better ways of allowing pupils to "get in on the action." In other words, much more can be learned by doing than by mere listening or reading, so the mathematics class becomes a laboratory, with pupils thinking out, or experimenting, to solve their own problems.

   A few new topics are now included in elementary mathematics because they fit into the child's total growth in mathematics through all his school years. Also, they help to show pupils that mathematics, from the very beginning, is a structure of "togetherness" rather than a group of seemingly disconnected topics.

4. Q. What are some of the topics and terms that are being included in elementary mathematics now?

   A. Pupils are introduced to number ideas through experiences with SETS of things which they can count, combine or separate. They also learn to describe and record in correct mathematical form the results of these experiences. Still another learning is that there are many ways (and reasons) for grouping things in special arrangements for counting and recording. This is called NUMERATION. Still other new topics, like GEOMETRY and ORDERED PAIRS are introduced to correct and broaden some mathematical ideas of shapes and numbers that many children begin to formulate anyway.

   These new topics do not take the place of the standard topics in the course we used to call Arithmetic. They really make the standard studies more meaningful and exciting to pupils.

5. Q. How can I best help my child with his work?

   A. Even without a first-hand knowledge of his subjects, you can help your child to think. Talk with him (not merely to him); ask him to explain what he knows; let him share his notes, notebook, and textbook with you; question him about his work; and encourage him to keep trying to improve.

   NOTE: The basic mathematical ideas mentioned above include NUMBER SETS, FUNDAMENTAL OPERATIONS WITH WHOLE NUMBERS, STUDIES OF RATIONAL NUMBERS (fractions, decimals, percents) and beginning studies of Algebra and Geometry.

DRUG EDUCATION SURVEY

1. Are you in favor of schools providing Drug Education for youth?

   YES_____ NO_____

2. Do you want your children to know more about the dangers of drugs?

   YES_____ NO_____

3. Does the problem of drug abuse exist in your neighborhood?

   YES_____ NO_____

4. From topics listed below, check the ones you feel would be helpful in developing an educational program.

   a. Why and how the addict starts _____

   b. What drugs do to the body and mind _____

   c. What it costs to support a drug habit _____

   d. How crime and drugs are related _____

   e. What happens when pushers and addicts are caught _____

5. Do you feel that the rise in crime among our youth is the result of drug usage?

   YES_____ NO_____

6. If classes are offered in public schools would you permit your child to participate?

   YES_____ NO_____

7. How safe do you feel walking alone at night? Check one:

   a. Very safe _____ b. Fairly safe_____ c. Unsafe _____ d. Very unsafe _____

8. If you were a victim of a crime, what kind do you think it would be?

   _____

9. Which crimes would you most like to see completely eliminated?

10. What do you think contributes to most of the crime in your neighborhood?

    _____

    _____

SAMPLE OF QUESTIONS FROM CONCERNED PARENTS
TO THE PRINCIPALS OF THE FIVE PARTICIPATING JUNIOR HIGH SCHOOLS

1. When will _____Vocational High get a new school?

2. When will some teachers show more interest in the children?

3. Are principals going to allow girls to wear pants to school.

4. At P.T.A., a teacher will report that a child is doing fine. When report cards are issued, often the child has failed. Why do they not notify the parent of the change?

5. When will a speech therapy teacher be a part of the regular staff, working at the same school every day?

6. Can we stop the practice of having a pupil mark the teacher's roll in homeroom?

7. We know that teachers have a great deal to do, but why do they wait so long to call a parent when his child is doing wrong? A case in point--the teacher waited 20 days.

8. Why is there not uniformity in teaching math and reading in D.C. schools so that when children transfer to another school they can carry on without becoming so confused.

9. What has happened to the "truant officer?" A parent reports seeing elementary and secondary school children going often to the home of a neighbor while the neighbor is at work.

10. Who reports the child's absence from school to the proper attendance authorities under the new set-up where the teachers no longer take roll?

11. Why are children promoted to another grade when they obviously do not know the work on the level from which they are being promoted.

12. Why is there a breakdown of law and order at school lately?

13. Since there seems to be such a turnover in teaching personnel, why do principals not place a more rigid requirement on having the outgoing teacher leave correct and accurate records for incoming teachers?

14. Can principals devise in-service training to assist teachers in understanding how to make their classes more interesting so that children will want to stay in class?

15. Children have been sent home several times in the last month on account of bomb threats. What is being done?

16. This program, "Counseling with Significant Others," should be duplicated in every school in the District--or at least in area centers.

SAMPLE OF QUESTIONS FROM CONCERNED PARENTS
TO THEIR WARD REPRESENTATIVES
ON THE BOARD OF EDUCATION

1. Top Priority - How can we as concerned parents help with the problem at _____ Junior High School?

2. When a child is skipping class, what should be done to notify his parents in time so that the child will be corrected in time to pass?

3. Why can't books be provided so that students can bring them home from _____ Junior High School. Students have to stay an hour after school to use books.

4. What kinds of plans are being made for retarded children in special education classes?

5. What is the physical plant plan for space for each child in each school? Our children are crowded in everywhere.

6. What is the relationship of a parent or a group of parents getting in to see the Superintendent? Can a single parent go to see him? Doesn't it have to be a P.T.A. group? Do they have to have a grievance? How does a parent get to see the Superintendent?

7. When parents want something such as a subject being taught; such as a language or a day care center; how should they proceed? Should they get a petition, present it before a Board meeting, or what?

8. What is the procedure for parents to be heard at a Board meeting?

9. What about Ward representatives who do not hold regular meetings?

10. When will the Board provide reading material in _____ that is interesting and written on the level of the children?

11. When will the Board place adequate reading clinics in every elementary school? The problem is too far gone by the seventh grade.

12. Who evaluates the teacher? the principal? the division superintendent?

13. When will teachers make it their business to know what your child looks like. They don't know a child when his name is called.

14. How can we have accountability on the part of principals and teachers to see that children learn regardless of all the excuses?

15. We would like for this concerned parents group to be recognized as a systemwide committee-at-large for all the junior high schools.

16. How can the Board see to it that children are given regular homework?

17. What can be done to enable the principal to spend more time in matters concerning the educational program of his school?

18. How can the distribution of funds per child be made more equal for all schools in the city?

19. Why is it so difficult to get rid of an incompetent teacher. Why is not more attention given to assigning on the basis of proven qualifications?

20. Why do parents have to have a summons from the school in order to visit? Parents should be able to visit the school whenever they so desire.

APPENDIX J

CERTIFICATE OF PARTICIPATION ISSUED TO PARENTS

AND LETTERS TO BOARD OF EDUCATION WARD REPRESENTATIVES

TERRELL EXTENDED DAY COMMUNITY SCHOOL
First and Pierce Streets, N.W.
Washington, D.C. 20001

May 1, 1970

Mrs.
Member, Board of Education
Public Schools of the District
of Columbia
415 Twelfth Street, N.W.
Washington, D.C. 20004

Dear Mrs. :

Concerned parents in the program dealing with self-concept development in inner-city seventh grade youth as affected by community school counseling with significant adults have expressed a desire to meet informally with their respective Ward representatives from the Board of Education. As you know, these parents have been meeting on Thursday evenings, from 7 to 9:20 p.m., since March 5.

On April 30, parents participated in a similar meeting with the principals of the junior high schools their children attend. Each group met in a separate room to discuss their particular situations. It was agreed by all that it was a fruitful experience.

We have been able to establish contact with Mesdames
and who have agreed to meet with parents on Thursday, May 28 from 7 to 9:20 p.m. We trust that this date is satisfactory with you. If it is not convenient, please advise so that we might make other arrangements with your constituents.

We shall all be honored by your presence.

Sincerely yours,

(Mrs.) Frances W. Hughes
Assistant Principal-in-Charge and
Coordinator of Project

TERRELL EXTENDED DAY COMMUNITY SCHOOL
First and Pierce Streets, N.W.
Washington, D.C. 20001

May 23, 1970

Mrs.
Member Board of Education
Public Schools of the District
of Columbia
415 Twelfth Street, N.W.
Washington, D.C. 20004

Dear Mrs. :

Concerned parents of seventh grade children from your ward, along with members of the counseling project staff, eagerly look forward to having you with us Thursday evening, May 28, from 7 to 9:20 p.m.

Certificates of participation have been prepared for the parents and signed by Messrs. Henley, Rhodes, Derricottee, Belt, and me. We should be very pleased if you would assist in distributing or awarding these certificates at our last meeting.

Because of the enthusiasm shown by our present group of parents, we are going to continue this counseling program with parents of Terrell's seventh graders next year. This program will run concurrently with a special reading and math program that Terrell is going to have next year for seventh grade children.

We have been very encouraged by the overall response in this program. If we try hard enough and long enough, we shall raise the low reading and math achievement levels yet.

Sincerely yours,

(Mrs.) Frances W. Hughes
Assistant PRincipal-in-Charge
and Program Coordinator

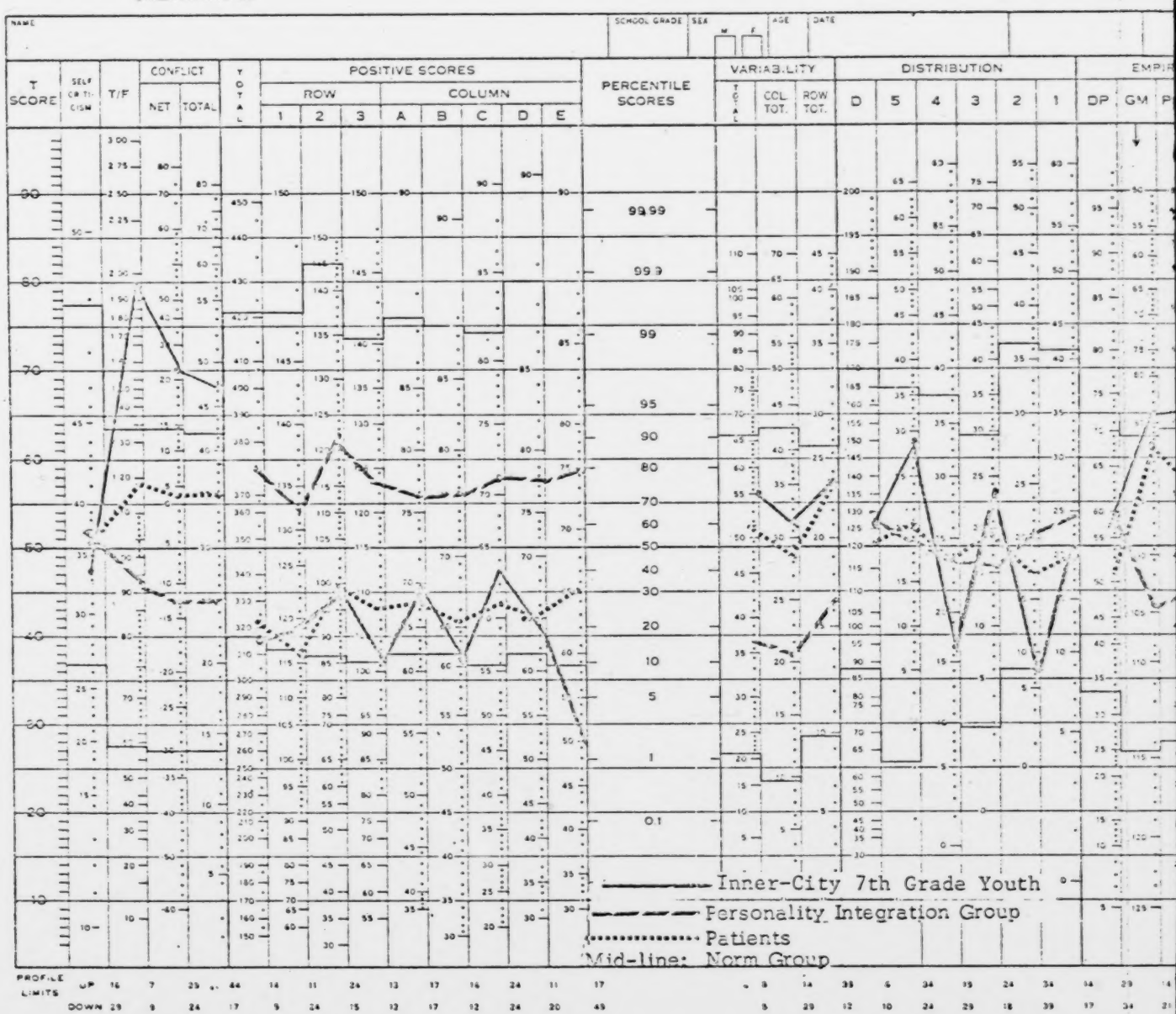
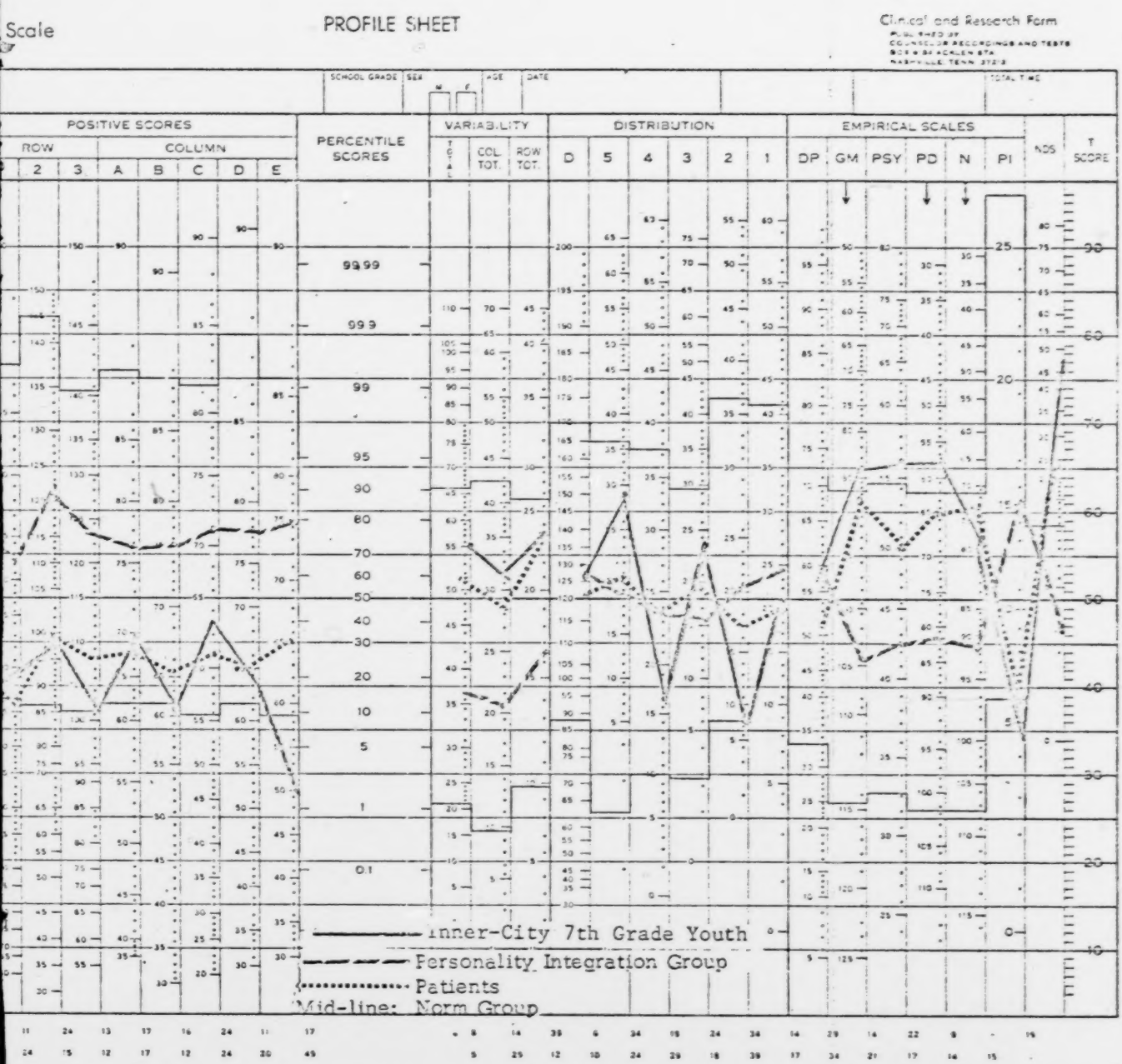


Fig. 3 Profiles of a personality integration group and patient group--and inner-city seventh grade you



onality integration group and patient group--and inner-city seventh grade youth

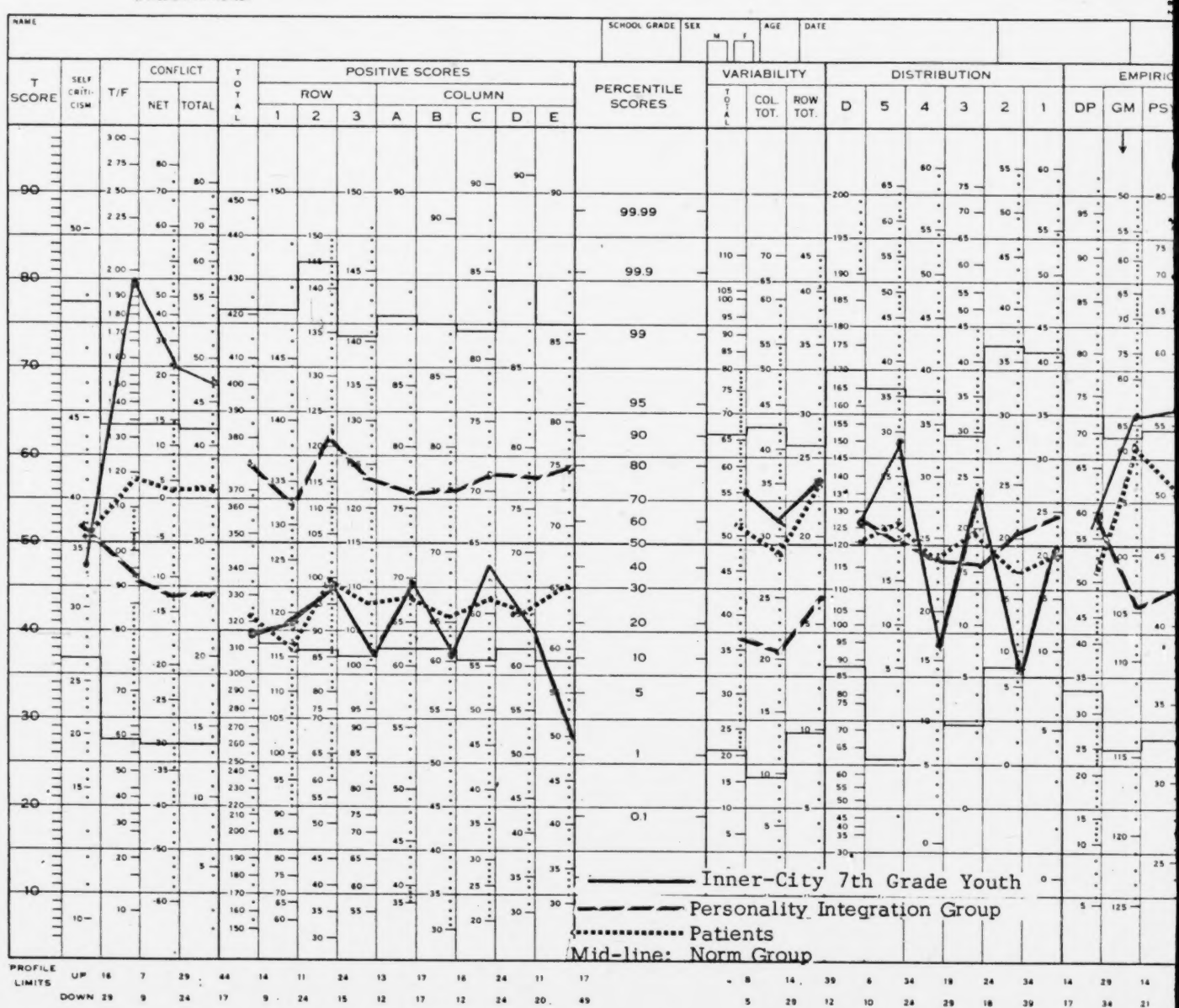
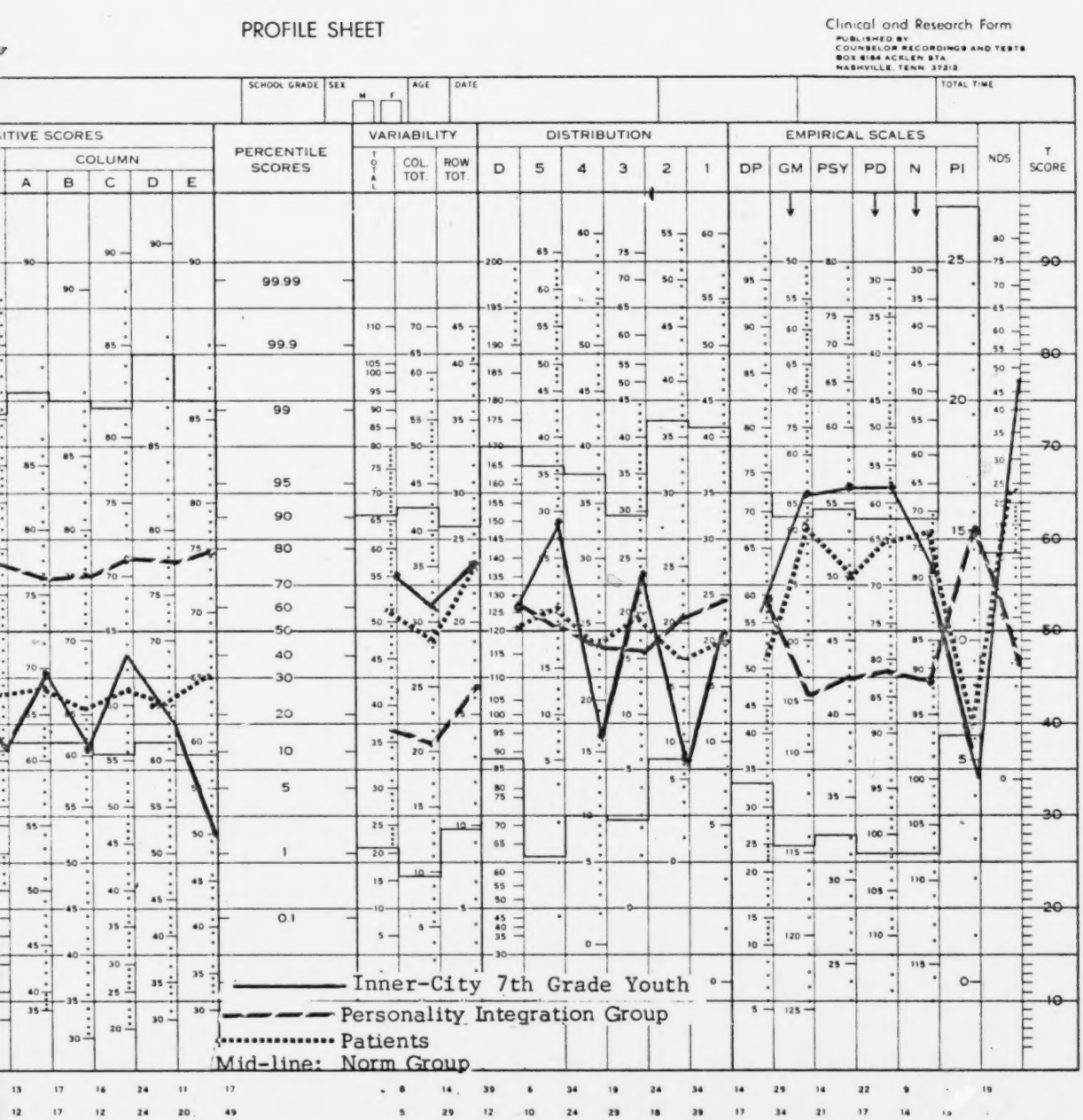


Fig. 3 Profiles of a personality integration group and patient group--and inner-city seventh grade youth



integration group and patient group--and inner-city seventh grade youth

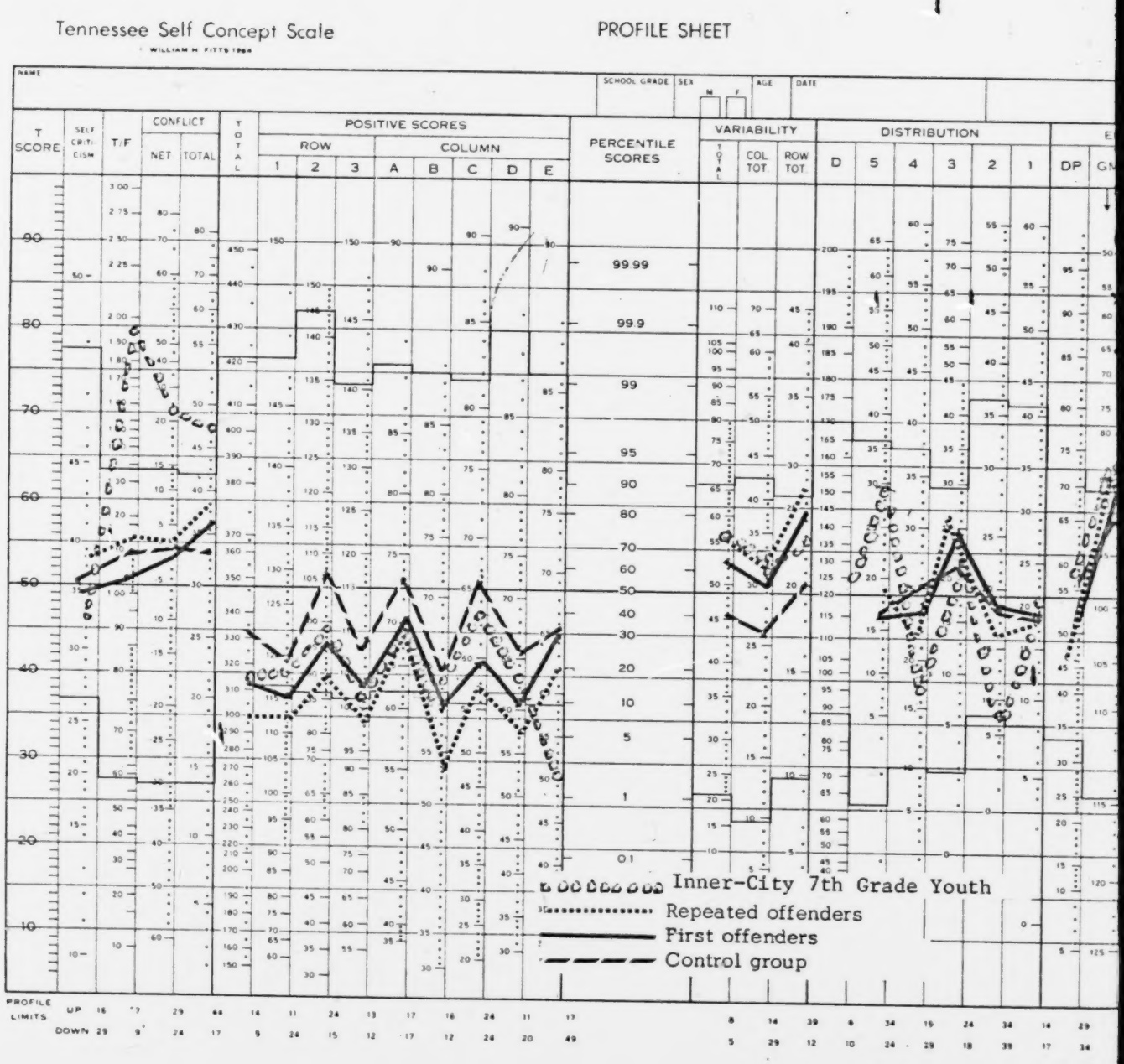
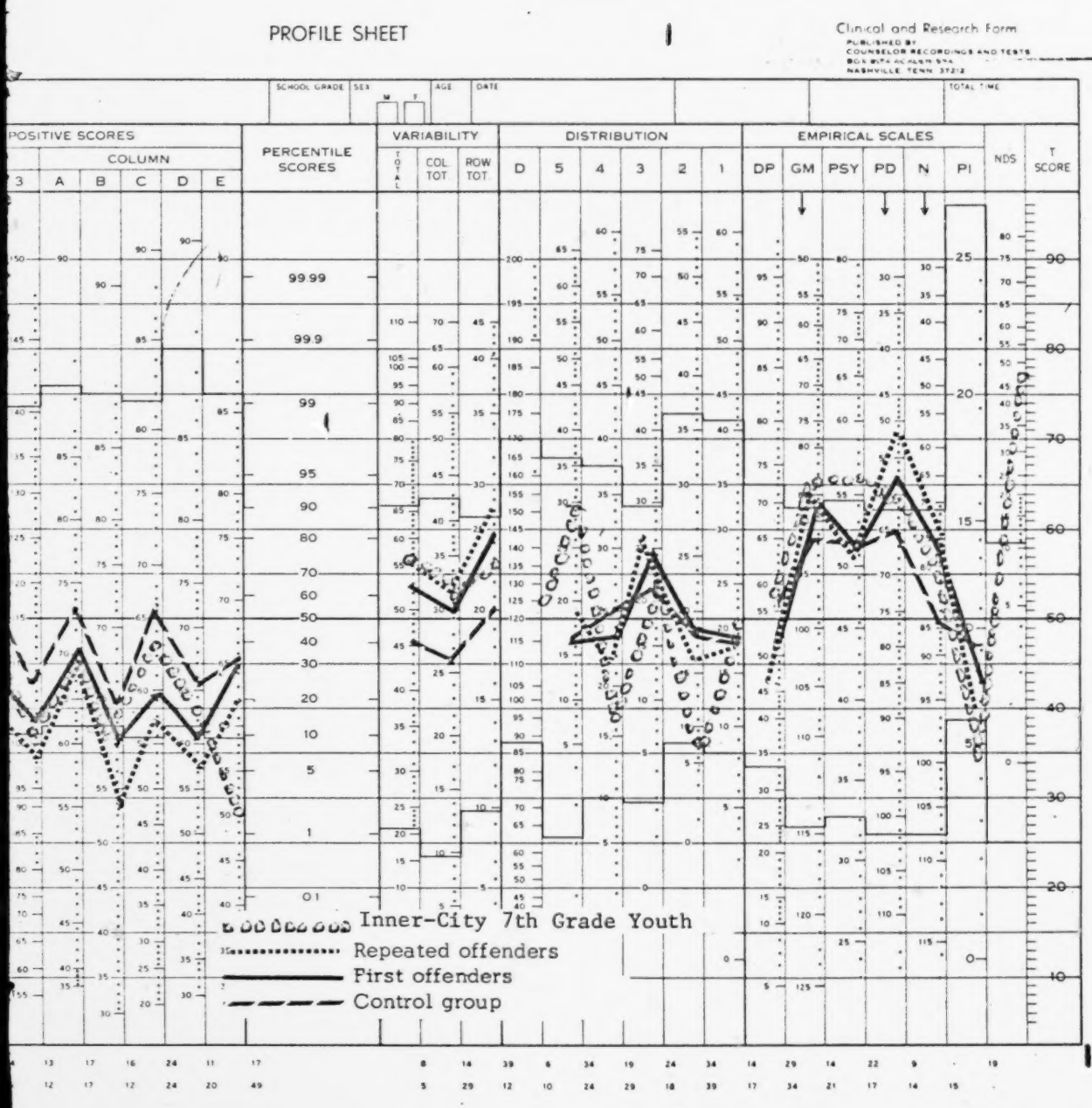


Fig. 4 Profiles of juvenile offender groups and control group--and inner-city seventh grade youth



fender groups and control group--and inner-city seventh grade youth

SEE: RESEARCH TECHNICS under course titles

Public Schools of the District of Columbia

TERRELL COMMUNITY SCHOOL

THIS IS TO CERTIFY THAT ....., A CONCERNED PAREN

HAS PARTICIPATED IN THE TEN-WEEK PILOT PROJECT ENTITLED

"COUNSELING WITH SIGNIFICANT OTHERS"

A DEPARTMENT OF SECONDARY SCHOOLS SPECIAL PROGRAM

PRESENTED ON THIS FOURTH DAY OF JUNE, 19 70.

Benjamin J. Henley
Superintendent

George R. Ah
Assistant Superintendent

Robert C. Bell
Supervising Director, Special Programs

Wm. D'Ariente
Principal

Frances H. Th
Assistant Principal-in-Ch

course titles

Public Schools of the District of Columbia

TERRELL COMMUNITY SCHOOL

) CERTIFY THAT ...., A CONCERNED PARENT,

S PARTICIPATED IN THE TEN-WEEK PILOT PROJECT ENTITLED

"COUNSELING WITH SIGNIFICANT OTHERS"

A DEPARTMENT OF SECONDARY SCHOOLS SPECIAL PROGRAM

ENTED ON THIS FOURTH DAY OF JUNE, 19 70.

J Fenley
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George R. Rhodes, Jr.
Assistant Superintendent

Robert C. Bell
Supervising Director, Special Programs

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Frances N. Hughes
Assistant Principal-in-Charge